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ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for family and consumer sciences and related technology (enrichment). Presented first are program descriptions and course outlines for four courses: child development, family and individual health, family living and parenthood, and foods and nutrition. Section I contains curriculum frameworks for the courses, and section II contains outlines of the instructional units required in each course. Child development consists of five units: preparing for parenthood, child growth and development, guiding behavior, children with special challenges, and career opportunities. Family and individual health has 10 units: personal health, mental health, social health, human growth and development, disease prevention and control, nutrition and fitness, substance abuse prevention, community and environmental health, safety and first aid, and consumer health. Family living and parenthood consists of four units: lifestyles, understanding marriage, family health and welfare, and consumer economics. Foods and nutrition has five units: food and nutrition science, safety and sanitation, consumer information and food preparation, social and multicultural protocol, and careers. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for the four courses. (YLB)

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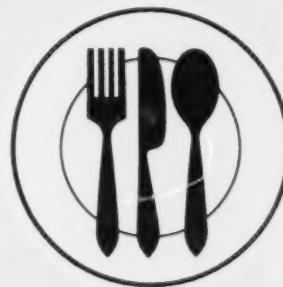
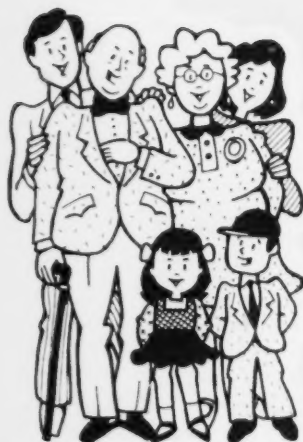
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August 1, 1995

MISSISSIPPI
CURRICULUM FRAMEWORK
FOR
FAMILY AND CONSUMER SCIENCES AND RELATED TECHNOLOGY
(ENRICHMENT)

(CIP: 20.0101 - Comprehensive Consumer & Homemkg. Ed.)

Child Development	CIP: 20.0122
Family and Individual Health	CIP: 20.0125/20.0126
Family Living & Parenthood	CIP: 20.0127
Foods and Nutrition	CIP: 20.0128

August 1, 1995

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FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such programs in the public schools as part of the State Program of Educational Accountability and Assessment of Performance. . .

The department shall provide that such program or guidelines . . . are enforced through the performance-based accreditation system.

The local school board must adopt the objectives that will form the core curriculum that will be systematically delivered throughout the district.

Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

There shall be an annual review of student performance in the instructional program against locally established standards.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - The number of days of instruction that should be required to teach the competencies and objectives of the unit. For secondary occupational programs, a "day" represents a two-period block of instruction.
- Competencies and Suggested Objectives
 - A **Competency** represents a general concept of performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to master all competencies in the curriculum framework in order to satisfactorily complete the course.
 - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Suggested Resources - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For a one-year course, this means that the content of the existing units of instruction should represent approximately 135 days of instruction. The remaining 25 percent of each course should be developed at the local district level and may reflect:
 - Additional units of instruction within the course related to topics not found in the state framework.
 - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
 - Activities which implement components of the Mississippi Tech Prep Initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
 - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

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August 1, 1995

COURSE DESCRIPTION

CHILD DEVELOPMENT

(CIP: 20.0122)

Child Development is an instructional program which prepares individuals to understand the developing child from the prenatal period through early childhood. Course content includes stages of development, emotionally, socially, physically, and intellectually, as well as intergenerational and special needs of a child.
(1 Semester, 1/2 Carnegie Unit)

August 1, 1995

COURSE OUTLINE
CHILD DEVELOPMENT

<u>Unit No.</u>	<u>Title</u>	<u>No. of Days</u>
Unit 1	Preparing for Parenthood	15
Unit 2	Child Growth and Development	25
Unit 3	Guiding Behavior	10
Unit 4	Children with Special Challenges	10
Unit 5	Career Opportunities	5

COURSE DESCRIPTION

FAMILY AND INDIVIDUAL HEALTH

(CIP: 20.0125/20.0126)

Family and Individual Health is an instructional program that focuses on the relationship that exists between optimum physical, mental and social wellness. Emphasis is placed on developing healthy decision-making skills to help prevent disease, to improve the overall quality of life, and to cope with the challenges presented by a technologically changing world. (1 Semester, 1/2 Carnegie Unit)

This curriculum is developed so that some schools might choose to offer it for a year. The length of expansion time for each unit is indicated by an asterisk. (2 Semesters, 1 Carnegie Unit)

COURSE OUTLINE

FAMILY AND INDIVIDUAL HEALTH

<u>Unit No.</u>	<u>Title</u>	<u>No. of Days</u>	
		<u>Semester</u>	<u>Year</u>
Unit 1	Personal Health	5	10
Unit 2	Mental Health	7	14
Unit 3	Social Health	6	12
Unit 4	Human Growth and Development	11	22
Unit 5	Disease Prevention and Control	10	20
Unit 6	Nutrition and Fitness	5	10
Unit 7	Substance Abuse Prevention	8	16
Unit 8	Community and Environmental Health	4	8
Unit 9	Safety and First Aid	6	12
Unit 10	Consumer Health	3	6

August 1, 1995

COURSE DESCRIPTION

FAMILY LIVING AND PARENTHOOD (CIP: 20.0127)

Family Living and Parenthood is an instructional program to help students make healthy life choices, encourage personal growth, strengthen families, and focus on wellness. (1 Semester, 1/2 Carnegie Unit)

August 1, 1995

COURSE OUTLINE
FAMILY LIVING AND PARENTHOOD

<u>Unit No.</u>	<u>Title</u>	<u>No. of Days</u>
Unit 1	Lifestyles	10
Unit 2	Understanding Marriage	18
Unit 3	Family Health and Wellness	18
Unit 4	Consumer Economics	19

COURSE DESCRIPTION

FOODS AND NUTRITION (CIP: 20.0128)

Foods and Nutrition is a program which focuses on Food and Nutrition Science, Safety and Sanitation, Consumer Information and Food Preparation, Social and Multicultural Protocol, and Careers. Subject matter will be presented through hands-on classroom and laboratory activities. The course will emphasize technological advances in the field of food and nutrition and will integrate communication, science, and mathematic skills. This course requires a minimum of 4 food preparation stations per laboratory. (1 Semester, 1/2 Carnegie Unit)

August 1, 1995

COURSE OUTLINE
FOODS AND NUTRITION

<u>Unit No.</u>	<u>Title</u>	<u>No. of Days</u>
Unit 1	Food and Nutrition Science	15
Unit 2	Safety and Sanitation	5
Unit 3	Consumer Information and Food Preparation	30
Unit 4	Social and Multicultural Protocol	10
Unit 5	Careers	5

August 1, 1995

SECTION I:
CURRICULUM FRAMEWORK
FOR
FAMILY AND CONSUMER SCIENCES AND RELATED TECHNOLOGY
(ENRICHMENT)

CURRICULUM FRAMEWORK

FAMILY AND CONSUMER SCIENCES AND RELATED TECHNOLOGY
(ENRICHMENT)**Course Name:** Child Development**Course CIP Code:** 20.0122

Course Description: Child Development is an instructional program which prepares individuals to understand the developing child from the prenatal period through early childhood. Course content includes stages of development, emotionally, socially, physically, and intellectually, as well as intergenerational and special needs of a child. (1 Semester, 1/2 Carnegie Unit)

Competencies and Suggested Objectives:

1. Analyze the importance of good parenting.
 - a. Determine reasons to plan before parenthood.
 - b. Describe the importance of responsible parenthood.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP4, WP6
2. Examine responsibilities of good prenatal care and childbirth.
 - a. Describe the biological and social responsibilities of parenting.
 - b. Describe the physical changes which occur during pregnancy.
 - c. Analyze the importance of good prenatal care for the mother and unborn child.
 - d. Outline the stages of childbirth.

Related Academic Topics (See Appendix A):
C1, C2, C4
S1

Workplace Skills (See Appendix B):
WP1, WP2, WP4, WP6
3. Discuss meeting physical, emotional, social, and intellectual needs of the infant, from birth to one year.
 - a. Demonstrate basic care of physical needs of infants including feeding, diapering, bathing, clothing, etc. using the electronic baby.
 - b. Explore interaction of social and emotional development.
 - c. Describe an intellectually stimulating environment which includes language and sensorimotor development.

Related Academic Topics (See Appendix A):

C1, C3, C5

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

4. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.
 - a. Explain how parents and caregivers can influence physical development to include nutrition, play experiences, and self-help skills.
 - b. Explore the ways social and emotional needs interact in development.
 - c. Explain how parents and caregivers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation.

Related Academic Topics (See Appendix A):

C1, C3, C5

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

5. Analyze strategies for managing behavior.
 - a. Recommend appropriate methods for guiding children's behavior such as positive reinforcement, praise, modeling, setting limits, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

6. Demonstrate effective ways of dealing with misbehavior.
 - a. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, etc.

Related Academic Topics (See Appendix A):

C1, C3, C5, C6

Workplace Skills (See Appendix B):

WP2, WP6

7. Determine ways to meet the needs of an exceptional child.
 - a. Describe the needs of children with physical, mental, and emotional disabilities.
 - b. Explain how parents and other caregivers can assist and encourage disabled children.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP6

8. Examine types of child abuse.
 - a. Identify types of child abuse and neglect.
 - b. Summarize factors which may cause and prevent child abuse.

Related Academic Topics (See Appendix A):
C1, C4
S1
Workplace Skills (See Appendix B):
WP2, WP6
9. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.
 - a. Construct guidelines for helping children cope with divorce.
 - b. Construct guidelines for helping children cope with moving.
 - c. Construct guidelines for helping children cope with death.
 - d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, etc.

Related Academic Topics (See Appendix A):
C1, C2, C4
Workplace Skills (See Appendix B):
WP2, WP6
10. Explore career and job opportunities in the field of intergenerational care.
 - a. Identify competencies needed by care giver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity.
 - b. Describe how student leadership activities relate to careers.

Related Academic Topics (See Appendix A):
C1, C4, C6
Workplace Skills (See Appendix B):
WP2, WP3, WP6

CURRICULUM FRAMEWORK

Course Name: Family and Individual Health

Course CIP Code: 20.0125/20.0126

Course Description: Family and Individual Health is an instructional program that focuses on the relationship that exists between optimum physical, mental and social wellness. Emphasis is placed on developing healthy decision-making skills to help prevent disease, to improve the overall quality of life, and to cope with the challenges presented by a technologically changing world. (1 Semester, 1/2 Carnegie Unit)

This curriculum is developed so that some schools might choose to offer it for a year. The length of expansion time for each unit is indicated by an asterisk. (2 Semesters, 1 Carnegie Unit)

Competencies and Suggested Objectives:

1. Describe ways to achieve and maintain a healthy lifestyle.
 - a. Define health and list characteristics of a healthy person.
 - b. State good personal hygiene habits to include dental, skin, hair, ear, eye, and nail care.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
2. Explain the relationship between current health decisions and future wellness.
 - a. Identify the steps in the decision-making model.
 - b. Apply the decision-making model to solve a personal problem.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
3. Explain how mental health contributes to personality.
 - a. Explain how an individual's mental and physical health habits affect what he/she thinks about himself/herself.
 - b. Identify nonthreatening ways of being assertive.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6

4. Describe how stress influences mental health.
 - a. Identify situations that cause stress and explain the body's response.
 - b. Develop a stress management plan.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
5. Define functional and organic mental disorders and state controls for each.
 - a. Identify signs of mental health problems.
 - b. Identify ways to treat mental disorders.
 - c. Identify warning signs of suicide and demonstrate intervention strategies.
 - d. Define and discuss eating disorders such as anorexia nervosa and bulimia.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP4, WP6
6. Describe how the skills of communication and cooperation are essential for healthy relationships.
 - a. Identify strategies for choosing abstinence when faced with sexual pressures.
 - b. Identify qualities that are important in close friends.

Related Academic Topics (See Appendix A):
C1, C2, C3, C4

Workplace Skills (See Appendix B):
WP2, WP6
7. Describe why the family is the basic social unit of society.
 - a. Describe elements that healthy families have in common and ways to maintain family health.
 - b. Explain factors that may cause a family system to breakdown to include spousal and child abuse.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP6
8. Summarize how the human reproductive system works and how traits are passed on from one generation to another.
 - a. Explain how the male and female reproductive systems function.
 - b. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.
 - c. Identify various genetic and environmental birth defects.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

9. Examine health practices to be considered before, during, and after pregnancy.
 - a. List reasons why parents decide to have children.
 - b. Discuss various methods of family planning.
 - c. Discuss the events that lead to the conception and birth of a child including prenatal development.
 - d. Describe the birth process.
 - e. Identify adjustments for parents and newborns during postpartum period.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

10. Identify physical, mental, and emotional changes which occur from childhood throughout adolescence.
 - a. Trace developmental stages of infancy, childhood, and adolescence.
 - b. Name the physical, mental, and emotional changes that happen during adolescence, and state how these changes affect identity and interpersonal relationships.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

11. Examine the aging process from adulthood through death.
 - a. Discuss the tasks and opportunities of young, middle, and older adulthood.
 - b. Identify ways to cope with death and dying.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

12. Recognize the causes, transfer, and control of common communicable diseases.
 - a. Discuss the causes of infectious diseases, the ways in which diseases are spread, and how the body defends itself.

- b. Identify the stages of an infectious disease and the factors involved in its treatment.
- c. Describe the symptoms and treatment of some common infectious diseases such as chicken pox, mumps, common cold, hepatitis, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

13. Recognize the ways to prevent HIV infection and STDs.

- a. Describe the symptoms, mode of transmission, and control of sexually transmitted diseases to include HIV infection and AIDS.
- b. Identify behaviors that put a person at risk for contracting HIV.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP4, WP6

14. State causes, signs, and control of noninfectious diseases.

- a. Name the different kinds of cardiovascular diseases and their risk factors.
- b. Describe the warning signs of cancer and the ways to reduce personal risk including breast and/or testicular cancer.
- c. Explain the types and treatments for diabetes, arthritis, and other chronic diseases including those requiring long term care.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

15. Make responsible food choices.

- a. Describe and explain the organization of the Food Guide Pyramid.
- b. Identify six classes of nutrients and describe their function in the human body.
- c. Trace the path of food through the digestive system.
- d. Identify kinds of information provided on a food label.
- e. Create a daily meal plan for his/her own family and calculate the number of calories.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

M2, M4, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

16. Discover the importance of fitness.
 - a. Explain the physical and psychological benefits of exercise.
 - b. Develop a regular plan of exercise.

Related Academic Topics (See Appendix A):
 C1, C2, C3, C5
 M2, M7

Workplace Skills (See Appendix B):
 WP2, WP4, WP6
17. Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs.
 - a. List major reasons why people either abstain from or use tobacco.
 - b. Describe long-term effects of tobacco use and the dangers of passive smoking.
 - c. Identify the short- and long-term effects of alcohol on the body.
 - d. Explain the impact of alcohol on alcoholics, their families, and society.
 - e. Differentiate between legal and illegal drugs and explain the benefits and harmful effects of these drugs.
 - f. Describe how drugs work, what their side effects are, and how they are commonly abused.
 - g. Demonstrate ways to intervene and help a drug dependent friend.
 - h. Develop refusal skills for tobacco, alcohol, and drugs and generate an original badge/button/ribbon displaying refusal.

Related Academic Topics (See Appendix A):
 C1, C2, C3, C5
 S1

Workplace Skills (See Appendix B):
 WP2, WP4, WP6
18. Identify community health care agencies and their functions.
 - a. Describe organizations and services that assist community and individuals in health promotion, including career opportunities within these agencies.

Related Academic Topics (See Appendix A):
 C1, C2, C5

Workplace Skills (See Appendix B):
 WP2, WP6
19. Explain how environment affects people and how people affect the environment.
 - a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.
 - b. Name sources of air, water, noise, radiation, and ground pollution.
 - c. Describe government agencies that protect the environment.

Related Academic Topics (See Appendix A):
 C1, C2, C4

Workplace Skills (See Appendix B):
 WP2, WP4, WP6

20. Discuss promotion of safety and prevention of accidents.
- a. Describe behaviors which promote home safety.
 - b. Describe ways to prepare for disasters in the community.
 - c. Identify basic safety rules that help prevent accidents at work and play.
 - d. Explain ways to promote vehicle safety to include regular use of seat belts for all ages.
 - e. Recognize violent situations and how to avoid them including rape, assault, gang related activities, etc.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

21. Discuss and demonstrate procedures for emergency situations.
- a. Identify and assess emergency situations.
 - b. Describe how to respond to common emergencies.
 - c. Assemble contents of a basic first aid kit.
 - d. Practice first aid emergency procedures to include reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

22. Recognize the benefits of being a wise consumer.
- a. Identify rights and responsibilities as a consumer.
 - b. Identify popular types of deceptive advertising and product fraud.
 - c. Recognize medical quackery in the marketplace.
 - d. Examine ways for paying for health care services.

Related Academic Topics (See Appendix A):

C1, C3

M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

CURRICULUM FRAMEWORK

Course Name: Family Living and Parenthood

Course CIP Code: 20.0127

Course Description: Family Living and Parenthood is an instructional program to help students make healthy life choices, encourage personal growth, strengthen families, and focus on wellness. (1 Semester, 1/2 Carnegie Unit)

Competencies and Suggested Objectives:

1. Appraise choices involved in establishing a lifestyle.
 - a. Analyze how education and career choices affect lifestyle.
 - b. Analyze the impact of physical and social decisions on lifestyles to include dating behaviors.
 - c. Identify lifestyle choices as they exist today to include single, single parent, marriage, childless marriage, and others.
 - d. Explain changes in lifestyles that occur at each stage of the family life cycle.

Related Academic Topics (See Appendix A):

C1, C3, C6

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Evaluate steps to building a marriage.
 - a. Explain how the choice of a marriage partner affects one's life.
 - b. Identify issues which should be discussed prior to marriage.
 - c. Determine factors which contribute to a successful marriage.
 - d. Analyze legal requirements and customs in beginning and ending a marriage relationship.
 - e. Recognize the normalcy and function of conflict in marriage to include positive and negative quarreling and techniques for handling marital disagreements and resources available to help couples resolve conflicts.
 - f. Describe the effects of employment on marriage and family life.

Related Academic Topics (See Appendix A):

C1, C3, C5, C6

Workplace Skills (See Appendix B):

WP2, SP4, WP6

3. Recognize that health is an individual's responsibility and is influenced by lifestyle choices.
 - a. Explain how to use the food pyramid guide to develop healthy eating habits and maintain ideal body weight.
 - b. List the dietary guidelines for Americans.

- c. Describe the benefits of regular exercise and adopt an appropriate exercise program.
- d. Explain the health hazards of smoking, drinking, and drug abuse.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

- 4. Examine the effects of stress on mental, physical, and social health.
 - a. Explain the relationship of stress to health problems.
 - b. Describe causes of stress to include death, suicide, divorce, remarriage, children, older parents, rape, child abuse, unemployment, and moving; and describe ways to deal effectively with stress.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

- 5. Evaluate how financial management choices affect lifestyle.
 - a. Analyze wise consumer practices including comparison shopping and consumer law.
 - b. Compare benefits of renting vs. buying a home, and leasing or buying a car.
 - c. Appraise needs for insurance to include life, health, auto, and property insurance.
 - d. Describe the use of good and bad financial management practices including budgeting, banking services, and credit and savings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C6

M1, M2, M3, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

CURRICULUM FRAMEWORK

Course Name: Foods and Nutrition

Course CIP Code: 20.0128

Course Description: Foods and Nutrition is a program which focuses on Food and Nutrition Science, Safety and Sanitation, Consumer Information and Food Preparation, Social and Multicultural Protocol, and Careers. Subject matter will be presented through hands-on classroom and laboratory activities. The course will emphasize technological advances in the field of food and nutrition and will integrate communication, science, and mathematic skills. This course requires a minimum of 4 food preparation stations per laboratory. (1 Semester, 1/2 Carnegie Unit).

Competencies and Suggested Objectives:

1. Evaluate the links between science, food, and wellness.
 - a. Analyze nutrients to include functions, food sources, and deficiencies.
 - b. Investigate dietary needs based on the food pyramid.
 - c. Apply nutrition principles to meet food needs for different stages of the life cycle.
 - d. Describe the importance of wellness as it relates to maintaining or improving ideal weight, exercise and eating disorders.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Demonstrate safety procedures used in food preparation.
 - a. Apply safety practices in use and care of food preparation equipment.
 - b. Recognize procedures to follow in preventing accidents and in case of accidents to include falls, cuts, burns, fires, choking, and poisoning.

Related Academic Topics (See Appendix A):

C1, C3

S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

3. Summarize sanitation procedures to determine causes and prevention of food borne illness.
 - a. Explain how proper food handling and storage practices can prevent food borne illness.
 - b. Describe how bacteria makes food unsafe.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1, S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

4. Apply proper personal hygiene practices and sanitation in food handling.
 - a. Demonstrate proper personal hygiene practices in food handling.

Related Academic Topics (See Appendix A):

C1, C3

S1, S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

5. Apply decision-making skills in the marketplace.
 - a. Compare cost and quality of various food items.
 - b. Critique food labels for nutritional content.
 - c. Apply basic math skills to compute cost of food per serving.

Related Academic Topics (See Appendix A):

C1, C2, C4, C5

M1, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP6

6. Identify food preparation tools and their use.
 - a. Describe food preparation tools and demonstrate their use.

Related Academic Topics (See Appendix A):

C2

Workplace Skills (See Appendix B):

WP2, WP5, WP6

7. Demonstrate the proper procedures for measuring ingredients.
 - a. Apply proper procedures for measuring dry ingredients.
 - b. Apply proper procedures for measuring liquid ingredients.
 - c. Apply proper procedures for measuring moist and solid ingredients.
 - d. Apply basic math skills in calculating conversions of measurements to equivalents.

Related Academic Topics (See Appendix A):

C2, C3

M1, M2, M3, M4

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

8. Demonstrate proper use of recipes.
 - a. Interpret and demonstrate recipe terminology.
 - b. Apply mathematical calculations in adjusting recipes.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

M1, M2, M4, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

9. Demonstrate food preparation to include use of large and small equipment and tools maintained in the laboratory.
 - a. Prepare a minimum of one food product from each food group.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

M1, M2, M4, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

10. Demonstrate proper social etiquette to include multicultural situations.
 - a. Discuss table service to include formal and informal service.
 - b. Demonstrate and apply basic table setting techniques.
 - c. Recognize proper table manners.

Related Academic Topics (See Appendix A):

C1, C2, C3

Workplace Skills (See Appendix B):

WP1, WP2, WP3, WP6

11. Review occupational and leadership opportunities in foods and nutrition.
 - a. Investigate occupational opportunities.
 - b. Describe leadership opportunities available from student youth organizations in the school and community.

Related Academic Topics (See Appendix A):

C1, C4, C6

Workplace Skills (See Appendix B):

WP2, WP3, WP6

SECTION II:
CURRICULUM GUIDE
FOR
FAMILY AND CONSUMER SCIENCES AND RELATED TECHNOLOGY
(ENRICHMENT)

August 1, 1995

CHILD DEVELOPMENT

36

CHILD DEVELOPMENT
UNIT 1: PREPARING FOR PARENTHOOD

(15 days)

Competencies and Suggested Objectives:

1. Analyze the importance of good parenting.
 - a. Determine reasons to plan before parenthood.
 - b. Describe the importance of responsible parenthood.

Related Academic Topics (See Appendix A):
 C1, C2, C4

Workplace Skills (See Appendix B):
 WP1, WP2, WP4, WP6
2. Examine responsibilities of good prenatal care and childbirth.
 - a. Describe the biological and social responsibilities of parenting.
 - b. Describe the physical changes which occur during pregnancy.
 - c. Analyze the importance of good prenatal care for the mother and unborn child.
 - d. Outline the stages of childbirth.

Related Academic Topics (See Appendix A):
 C1, C2, C4, S1

Workplace Skills (See Appendix B):
 WP1, WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Analyze the importance of good parenting.*
 - a. *Have students list reasons for planned parenthood, and from this list create a pamphlet describing reasons for planning parenthood.*
 - b. *Have the students brainstorm in collaborative groups to determine the responsibilities of parenthood; list responsibilities of good parenting; and write an essay relating to the poem "Children Learn What They Live" and relate to responsibilities list.*
2. *Examine responsibilities of good prenatal care and childbirth.*
 - a. *Have the students view a video or filmstrip on the human reproductive system and complete questions on the reproductive system to include conception and stages of prenatal development. Invite a resource person, health educator, or professional to discuss social responsibilities of parenthood.*
 - b. *Have students prepare a chart illustrating the changes occurring in the mother and the unborn child to include length and weight of the unborn child and distribution of weight gain of the mother.*

- c. *Have students compare the risks and prevention of prenatal problems by researching environmental and hereditary birth defects. Assume the role of the unborn and write a letter to your mother explaining how to keep you healthy.*
- d. *Provide the student with visual aids to enhance the group discussion of the stages of childbirth.*

Suggested Assessment Strategies:

- 1. *Analyze the importance of good parenting.*
 - a. *Evaluate pamphlet according to teacher assigned criteria to include layout, originality, and complete information.*
 - b. *Evaluate written and/or oral reports according to teacher assigned criteria to include originality, length, delivery, grammar, and content.*
 - c. *Unit test.*
- 2. *Examine responsibilities of good prenatal care and childbirth.*
 - a. *Evaluate questions from video for accuracy and critique resource information by teacher assigned criteria to include completeness of content, understanding of presentation, and written notes from presentation.*
 - b. *Evaluate chart for accuracy of each month's physical and emotional changes.*
 - c. *Evaluate chart developed according to completeness of chart regarding risks and prevention of prenatal problems. Evaluate essay for content and ask English teacher to evaluate for grammar and punctuation.*
 - d. *Written assignment to include the stages of childbirth.*
 - e. *Unit test.*

Suggested References:

Brisbane, Holly E. The Developing Child. Student Text. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child. Teacher's Resource Binder. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Student Workbook. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Teacher's Wraparound Edition. Encino, CA: Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Edition.
Peoria, IL: Glencoe Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Classroom Resources. Peoria, IL: Glencoe Publishing Co. 1994.

Software:

Windows-based word processing software.
Computer software testbanks for suggested textbooks.
Reproductive systems software.

Audiovisuals:

Human Reproduction video.
The Miracle of Life video.
Prenatal models.
Prenatal development charts.

Agencies:

March of Dimes--videos.
State Board of Health--filmstrips, videos.
Cooperative Extension Service.
RCU, Mississippi State University--videos, software.

CHILD DEVELOPMENT

UNIT 2: CHILD GROWTH AND DEVELOPMENT

(25 days)

Competencies and Suggested Objectives:

1. Discuss meeting physical, emotional, social, and intellectual needs of the infant, from birth to one year.
 - a. Demonstrate basic care of physical needs of infants including feeding, diapering, bathing, clothing, etc. using the electronic baby.
 - b. Explore interaction of social and emotional development.
 - c. Describe an intellectually stimulating environment which includes language and sensorimotor development.

Related Academic Topics (See Appendix A):
C1, C3, C5
S1

Workplace Skills (See Appendix B):
WP1, WP2, WP4, WP6
2. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.
 - a. Explain how parents and caregivers can influence physical development to include nutrition, play experiences, and self-help skills.
 - b. Explore the ways social and emotional needs interact in development.
 - c. Explain how parents and caregivers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation.

Related Academic Topics (See Appendix A):
C1, C3, C5
S1

Workplace Skills (See Appendix B):
WP1, WP2, WP4, WP6

Suggested Teaching Strategies:

1. Discuss meeting physical, emotional, social and intellectual needs of the infant, from birth to one year.
 - a. Have the student list and demonstrate the physical care needs of the infant, and schedule a 24 hour day for a three month old infant.
 - b. From a list of teacher selected topics, have the student select an emotional situation and describe how to meet that need using social interaction.
 - c. After discussing a stimulating environment related to intellectual stages of development, have the students, in groups, design a nursery which would stimulate the intellectual development of a child.

2. *Discuss meeting physical, emotional, social, and intellectual needs of children, from birth to one year.*
 - a. *Have the student plan a menu for a three year old child and explain how this menu would meet his/her nutritional needs. From a selection of toys, have the student describe three toys which will meet the physical needs of a child at ages 1, 2, and 3 years of age including large and small motor skills. After brainstorming and listing self-help skills, have the student plan activities which will help the child develop each skill.*
 - b. *Student will act out emotions and demonstrate how social interaction meets the need for coping with emotions.*
 - c. *In collaborative groups, students will role play each method of learning to be acted out and critiqued by other class members.*

Suggested Assessment Strategies:

1. *Discuss meeting physical, emotional, social, and intellectual needs of the infant, from birth to one year.*
 - a. *Evaluate time schedule and demonstration of physical care needs according to teacher assigned criteria to include each basic need identified and time schedule.*
 - b. *Evaluate emotional situation description by teacher observation to include age appropriateness and caregiver's effectiveness.*
 - c. *Evaluate nursery design by teacher assigned criteria to include furnishings, arrangement, nursery needs, cost, and explanation of choices.*
 - d. *Test.*
2. *Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.*
 - a. *Evaluate menu according to teacher assigned criteria to include food pyramid and child nutritional standards. Evaluate toy presentation according to teacher assigned criteria to include age appropriateness and motor skill appropriateness. Evaluate self-help activity according to teacher assigned criteria to include age appropriateness and effectiveness.*
 - b. *Evaluate student demonstration by teacher observation of age appropriateness and effectiveness.*
 - c. *Unit test.*

Suggested References:

Brisbane, Holly E. The Developing Child. Student Text. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child. Teacher's Resource Binder. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Student Workbook. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Teacher's Wraparound Edition. Encino, CA: Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Edition. Peoria, IL: Glencoe Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Classroom Resources. Peoria, IL: Glencoe Publishing Co. 1994.

Audiovisuals:

Human growth and development video-prenatal through three years of age.
Food pyramid video.
Child growth and development video.
Food pyramid food kit

Software:

Software based testbanks from suggested textbooks.
Child growth and development software.
Nutrition software.
Food pyramid software.

Agencies:

State Board of Health -- filmstrips, videos, day care regulations.
RCU, Mississippi State University--videos, software.

CHILD DEVELOPMENT
UNIT 3: GUIDING BEHAVIOR

(10 days)

Competencies and Suggested Objectives:

1. Analyze strategies for managing behavior.
 - a. Recommend appropriate methods for guiding children's behavior such as positive reinforcement, praise, modeling, setting limits, etc.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP6
2. Demonstrate effective ways of dealing with misbehavior.
 - a. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, etc.

Related Academic Topics (See Appendix A):
C1, C3, C5, C6

Workplace Skills (See Appendix B):
WP2, WP6

Suggested Teaching Strategies:

1. *Analyze strategies for managing behavior.*
 - a. *Have student define guidance terms to include conscience, discipline, punishment, negative reinforcement, positive reinforcement, and self-discipline. Have students role play guidance situations encouraging positive reinforcement. In collaborative groups, have students devise a system for rewarding appropriate actions.*
2. *Have students demonstrate effective ways of dealing with inappropriate developmental behavior.*
 - a. *Role play stated behavior and give suggestions for parents to give positive reinforcement to control the situation.*

Suggested Assessment Strategies:

1. *Analyze strategies for managing behavior.*
 - a. *Definitions will be assessed for correctness. Evaluate role plays by teacher observation according to age appropriateness and effectiveness of technique used. Critique reward system according to teacher assigned criteria to include motivation, age appropriateness, and effectiveness.*
 - b. *Chapter test.*

2. *Demonstrate effective ways of dealing with inappropriate behavior.*
 - a. *Evaluate role plays by teacher observation according to age appropriateness and effectiveness of technique used.*
 - b. *Unit test.*

Suggested References:

Brisbane, Holly E. The Developing Child. Student Text. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child. Teacher's Resource Binder. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Student Workbook. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Teacher's Wraparound Edition. Encino, CA: Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Edition. Peoria, IL: Glencoe Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Classroom Resources. Peoria, IL: Glencoe Publishing Co. 1994.

Software:

Testbank software for suggested textbooks.

Audiovisuals:

Videos on children's behavior.

Agencies:

State Board of Health--filmstrips, videos.
RCU, Mississippi State University--videos, software.

CHILD DEVELOPMENT

UNIT 4: CHILDREN WITH SPECIAL CHALLENGES

(10 days)

Competencies and Suggested Objectives:

1. Determine ways to meet the needs of an exceptional child.
 - a. Describe the needs of children with physical, mental, and emotional disabilities.
 - b. Explain how parents and other caregivers can assist and encourage disabled children.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP6

2. Examine types of child abuse.
 - a. Identify types of child abuse and neglect.
 - b. Summarize factors which may cause and prevent child abuse.

Related Academic Topics (See Appendix A):

C1, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.
 - a. Construct guidelines for helping children cope with divorce.
 - b. Construct guidelines for helping children cope with moving.
 - c. Construct guidelines for helping children cope with death.
 - d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

Suggested Teaching Strategies:

1. Determine ways to meet the needs of an exceptional child.
 - a. Have the student read and list needs of the physically, mentally, and emotionally challenged child.
 - b. Have the student view a video about exceptionally challenged child and write an essay to include how you would feel in that child's situation and evaluate the needs of the child.

2. *Examine types of child abuse.*
 - a. *Have the student categorize the types of child abuse and neglect.*
 - b. *Have the student develop a chart which includes type of abuse, cause, and prevention.*
3. *Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.*
 - a. *In collaborative groups, have the student construct guidelines for coping with divorce and develop a child's book dealing with coping skills.*
 - b. *In collaborative groups, have the student construct guidelines for coping with moving and develop a child's book dealing with coping skills.*
 - c. *In collaborative groups, have the student construct guidelines for coping with death and develop a book dealing with coping skills.*
 - d. *In collaborative groups, have the student construct guidelines for coping with family crises and develop a child's book dealing with coping skills.*

Suggested Assessment Strategies:

1. *Determine ways to meet the needs of an exceptional child.*
 - a. *Terms will be assessed for correctness.*
 - b. *Evaluate essay for content and ask English teacher to evaluate for grammar and punctuation.*
2. *Examine types of child abuse.*
 - a. *List the types of child abuse and neglect.*
 - b. *Evaluate chart according to teacher assigned criteria to include possible causes and suggested preventions.*
3. *Analyze methods of dealing with crises affecting parent-child relationships such as moving and family crises.*
 - a. *Evaluate book according to teacher assigned criteria to include appeal, age appropriateness, illustration, and content.*
 - b. *Evaluate book according to teacher assigned criteria to include appeal, age appropriateness, illustration, and content.*
 - c. *Evaluate book according to teacher assigned criteria to include appeal, age appropriateness, illustration, and content.*
 - d. *Evaluate book according to teacher assigned criteria according to appeal, age appropriateness, illustration, and content.*

Suggested References:

Brisbane, Holly E. The Developing Child. Student Text. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child. Teacher's Resource Binder. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Student Workbook. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Teacher's Wraparound Edition. Encino, CA: Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Edition. Peoria, IL: Glencoe Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Classroom Resources. Peoria, IL: Glencoe Publishing Co. 1994.

Audiovisuals:

Video or film on special needs children.
Individual school media center resources.

CHILD DEVELOPMENT
UNIT 5: CAREER OPPORTUNITIES

(5 days)

Competencies and Suggested Objectives:

1. Explore career and job opportunities in the field of intergenerational care.
 - a. Identify competencies needed by care giver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity.
 - b. Describe how student leadership activities relate to careers.

Related Academic Topics (See Appendix A):

C1, C4, C6

Workplace Skills (See Appendix B):

WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Explore career and job opportunities in the field of intergenerational care.*
 - a. *Have the student explore career and job opportunities in the field of intergenerational care to include education, medicine, social work, and day care and present orally to class. In the role of an employer, have the student compile an individual checklist on competencies necessary for child care personnel and rate his/her own performance as an employee.*
 - b. *Chart leadership skills developed in a student organization to those required in a career.*

Suggested Assessment Strategies:

1. *Explore career and job opportunities in the field of intergenerational care.*
 - a. *Evaluate oral presentation according to teacher assigned criteria to include introduction and completeness of information. Evaluate checklist according to teacher assigned criteria to include form development and completeness of competencies.*
 - b. *Evaluate chart according to teacher criteria to include leadership skill and relationship to careers.*

Suggested References:

Brisbane, Holly E. The Developing Child. Student Text. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child. Teacher's Resource Binder. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Student Workbook. Encino, CA: Glencoe Publishing Co. 1994.

Brisbane, Holly E. The Developing Child Teacher's Wraparound Edition. Encino, CA: Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Edition. Peoria, IL: Glencoe Publishing Co. 1994.

Hildebrand, Verna. Parenting: Rewards and Responsibilities. Teacher's Classroom Resources. Peoria, IL: Glencoe Publishing Co. 1994.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook (OOH). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. (latest edition)

Audiovisuals:

Videos on related child care careers.
Videos on job survival skills.

Software:

Career planning and exploration software.
Job skills software.

Agencies:

March of Dimes--videos.
State Board of Health--filmstrips, videos.
Cooperative Extension Service.
RCU, Mississippi State University--videos, software.

August 1, 1995

FAMILY AND INDIVIDUAL HEALTH

FAMILY AND INDIVIDUAL HEALTH

UNIT 1: PERSONAL HEALTH

(5 days; 10 days*)

Competencies and Suggested Objectives:

1. Describe ways to achieve and maintain a healthy lifestyle.
 - a. Define health and list characteristics of a healthy person.
 - b. State good personal hygiene habits to include dental, skin, hair, ear, eye, and nail care.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
2. Explain the relationship between current health decisions and future wellness.
 - a. Identify the steps in the decision-making model.
 - b. Apply the decision-making model to solve a personal problem.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6

Suggested Teaching Strategies:

1. *Describe ways to achieve and maintain a healthy lifestyle.*
 - a. *Discuss the characteristics of a healthy person and have the students prepare a list of these characteristics.*
 - b. *Have the student participate in a discussion of personal hygiene habits. Teacher will demonstrate how to brush and floss teeth. Invite dermatologist or other guest speaker to discuss daily care of skin and hair, nails, etc. (if possible). Have the student participate in a discussion of cleaning the ears and the importance of having hearing tests. Have students participate in a class discussion on how to wash the eyes, the importance of not using heavy eye makeup, and the importance of eye exams. Invite optometrist or other eye care specialist if possible.*
2. *Explain the relationship between current health decisions and future wellness.*
 - a. *Have the students participate in a class discussion on the decision-making model.*
 - b. *Divide the class into four groups and give each group a personal problem situation where they must write a solution utilizing the decision-making model.*

Suggested Assessment Strategies:

1. *Describe ways to achieve and maintain a healthy lifestyle.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Teacher observation of participation in class discussion and demonstration.*
2. *Explain the relationship between current health decisions and future wellness.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Critique and grade group written assignments.*
 - c. *Unit test on healthy lifestyles and decision-making skills.*

Suggested References:

Merki, Mary B., and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E., Crumpler, Kathy, and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Toner, Patricia P. Relationships and Communication Activities. New York: Center for Applied Research in Education. 1993.

FAMILY AND INDIVIDUAL HEALTH

UNIT 2: MENTAL HEALTH

(7 days; 14 days*)

Competencies and Suggested Objectives:

1. Explain how mental health contributes to personality.
 - a. Explain how an individual's mental and physical health habits affect what he/she thinks about himself/herself.
 - b. Identify nonthreatening ways of being assertive.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
2. Describe how stress influences mental health.
 - a. Identify situations that cause stress and explain the body's response.
 - b. Develop a stress management plan.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP1, WP2, WP6
3. Define functional and organic mental disorders and state controls for each.
 - a. Identify signs of mental health problems.
 - b. Identify ways to treat mental disorders.
 - c. Identify warning signs of suicide and demonstrate intervention strategies.
 - d. Define and discuss eating disorders such as anorexia nervosa and bulimia.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP4, WP6

Suggested Teaching Strategies:

1. Explain how mental health contributes to personality.
 - a. Have students compile a list of personality traits during a brainstorming session; then circle the traits that contribute to mental health.
 - b. Divide the class into groups to role play assertive strategies, with each group given a specific situation.
2. Describe how stress influences mental health.
 - a. Have students rate their personal stressors on a given chart and then select the top three to explain the body's response.
 - b. Have students outline a personal stress management plan (using stressor chart from Suggested Teacher Strategy 2a) indicating activities and relaxation techniques to be utilized.

3. *Define functional and organic mental disorders and state controls for each.*
 - a. *Invite the school psychologist or social worker to be interviewed by the students. Have students prepare a list of questions about the signs of mental health problems and their treatment.*
 - b. *Have students watch a video on suicide and have students compile a list of warning signs as described during the video.*
 - c. *Divide the class into groups and role play a scenario showing signs of suicide and intervention strategies.*
 - d. *Have students participate in a class discussion, and have students complete a worksheet on eating disorders using textbooks as references.*

Suggested Assessment Strategies:

1. *Explain how mental health contributes to personality.*
 - a. *Teacher observation of participation in class discussion and activity.*
 - b. *Teacher observation of participation in role play.*
2. *Describe how stress influences mental health.*
 - a. *Completion of written assignment, and participation in discussion.*
 - b. *Completion of written assignment.*
3. *Define functional and organic mental disorders and state controls for each.*
 - a. *Compile list of interview questions and participate in interview.*
 - b. *Completion of written assignment after viewing video on suicide.*
 - c. *Teacher observation of participation in role play involving suicide intervention strategies.*
 - d. *Completion of written assignment on eating disorders.*

Suggested References:

Merki, Mary B., and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E., Crumpler, Kathy, and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Tillman, Kenneth, and Toner, Patricia. How to Survive Teaching Health. New York: Parker Publishing Company. 1990.

Video on suicide (any source).

FAMILY AND INDIVIDUAL HEALTH
UNIT 3: SOCIAL HEALTH

(6 days; 12 days*)

Competencies and Suggested Objectives:

1. Describe how the skills of communication and cooperation are essential for healthy relationships.

- a. Identify strategies for choosing abstinence when faced with sexual pressures.
- b. Identify qualities that are important in close friends.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

Workplace Skills (See Appendix B):

WP2, WP6

2. Describe why the family is the basic social unit of society.

- a. Describe elements that healthy families have in common and ways to maintain family health.
- b. Explain factors that may cause a family system to breakdown to include spousal and child abuse.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

Suggested Teaching Strategies:

1. Describe how the skills of communication and cooperation are essential for healthy relationships.

- a. Have students participate in a classroom discussion, and facilitate groups role playing assertive strategies to resist sexual pressures.
- b. Have students brainstorm on the personal qualities important in friends, and write a list on the board. Have students narrow the list to ten qualities and discuss the results.

2. Describe why the family is the basic social unit of society.

- a. Have students participate in a class discussion using a list of elements from a healthy family and one from an unhealthy family. Have students make suggestions on ways to make the unhealthy family healthy.
- b. Have students participate in a class discussion on factors that may cause a family to break down. Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways. Collect questions to be answered by a family counselor (guest speaker).

Suggested Assessment Strategies:

1. *Describe how the skills of communication and cooperation are essential for healthy relationships.*
 - a. *Teacher observation of participation in class discussion and role play activity.*
 - b. *Teacher observation of participation in brainstorming session.*
2. *Describe why the family is the basic social unit of society.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Teacher observation of participation in class discussion.*
 - c. *Unit test on social health.*

Suggested References:

Merki, Mary B., and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Toner, Patricia P. Relationships and Communication Activities. New York: Center for Applied Research in Education. 1993.

Toner, Patricia. Sex Education Activities. New York: Center for Applied Research in Education. 1993.

FAMILY AND INDIVIDUAL HEALTH

UNIT 4: HUMAN GROWTH AND DEVELOPMENT

(11 days; 22 days*)

(NOTE: A signed parental note is required for participation in this unit.)

Competencies and Suggested Objectives:

1. Summarize how the human reproductive system works and how traits are passed on from one generation to another.
 - a. Explain how the male and female reproductive systems function.
 - b. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.
 - c. Identify various genetic and environmental birth defects.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

2. Examine health practices to be considered before, during, and after pregnancy.
 - a. List reasons why parents decide to have children.
 - b. Discuss various methods of family planning.
 - c. Discuss the events that lead to the conception and birth of a child including prenatal development.
 - d. Describe the birth process.
 - e. Identify adjustments for parents and newborns during postpartum period.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

3. Identify physical, mental, and emotional changes which occur from childhood throughout adolescence.
 - a. Trace developmental stages of infancy, childhood, and adolescence.
 - b. Name the physical, mental, and emotional changes that happen during adolescence, and state how these changes affect identity and interpersonal relationships.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

4. Examine the aging process from adulthood through death.
 - a. Discuss the tasks and opportunities of young, middle, and older adulthood.
 - b. Identify ways to cope with death and dying.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

Suggested Teaching Strategies:

1. *Summarize how the human reproductive system works and how traits are passed on from one generation to another.*
 - a. *Provide a drawing of the male and female anatomy and have students fill in the names of each appropriate part and be able to explain them.*
 - b. *Show and have the students discuss how genes are passed from a set of parents to their children by putting a diagram on the board. Use upper and lower case letters to represent dominant and recessive genes.*
 - c. *Using transparencies, models, and computer software, have the students identify (in a written outline form) birth defects with symptoms and control and fetal development.*
2. *Examine health practices to be considered before, during, and after pregnancy.*
 - a. *Have students brainstorm reasons why parents decide to have children.*
 - b. *Invite a nurse from school or health department. Have students participate in class discussion.*
 - c. *Have students participate in class discussion on the importance of prenatal development using transparencies outlining the release of an ovum and its path to the uterus and the consequences if the ovum is fertilized.*
 - d. *Invite a Lamaze teacher as a guest speaker to describe the birth process and how mothers can manage their pain.*
 - e. *Have students participate in a class discussion on adjustments that parents and newborns experience during the postpartum period.*
3. *Identify physical, mental, and emotional changes which occur from childhood throughout adolescence.*
 - a. *Divide the class into groups and role play various developmental stages from childhood through adolescence.*
 - b. *Divide the class into groups and role play physical, mental, and emotional changes which occur in adolescence.*

4. *Examine the aging process from adulthood through death.*
 - a. *Divide the class into groups and brainstorm tasks and opportunities of young, middle, and older adults.*
 - b. *Invite a guest speaker who has experienced the loss of a loved one to explain the coping mechanisms used.*

Suggested Assessment Strategies:

1. *Summarize how the human reproductive system works and how traits are passed on from one generation to another.*
 - a. *Evaluate completion of anatomical drawing worksheet.*
 - b. *Teacher observation of participation in class discussion, and completion of a simple genetic matrix.*
 - c. *Teacher observation of participation in class discussion.*
2. *Examine health practices to be considered before, during, and after pregnancy.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Summarize a guest speaker's presentation in a written report.*
 - c. *Teacher observation of participation in class discussion, and completion of a written report.*
 - d. *Summarize guest speaker's presentation in written report.*
 - e. *Teacher observation of participation in class discussion.*
3. *Identify physical, mental, and emotional changes which occur from childhood through adolescence.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Teacher observation of participation in group role play situation.*
4. *Examine the aging process from adulthood through death.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Summarize guest speaker's presentation in written report.*
 - c. *Unit test on human growth and development.*

Suggested References:

Body Systems Chart-Nystrom.

Computer software on birth defects.

Fetal Development Models-Nasco, Fort Atkinson, WI.

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

August 1, 1995

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Toner, Patricia. Sex Education Activities. New York: Center for Applied Research in Education. 1993.

FAMILY AND INDIVIDUAL HEALTH
UNIT 5: DISEASE PREVENTION AND CONTROL

(10 days; 20 days*)

Competencies and Suggested Objectives:

1. Recognize the causes, transfer, and control of common communicable diseases.
 - a. Discuss the causes of infectious diseases, the ways in which diseases are spread, and how the body defends itself.
 - b. Identify the stages of an infectious disease and the factors involved in its treatment.
 - c. Describe the symptoms and treatment of some common infectious diseases such as chicken pox, mumps, common cold, hepatitis, etc.

Related Academic Topics (See Appendix A):
C1, C2, C4
S1

Workplace Skills (See Appendix B):
WP2, WP6
2. Recognize the ways to prevent HIV infection and STDs.
 - a. Describe the symptoms, mode of transmission, and control of sexually transmitted diseases to include HIV infection and AIDS.
 - b. Identify behaviors that put a person at risk for contracting HIV.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP4, WP6
3. State causes, signs, and control of noninfectious diseases.
 - a. Name the different kinds of cardiovascular diseases and their risk factors.
 - b. Describe the warning signs of cancer and the ways to reduce personal risk including breast and/or testicular cancer.
 - c. Explain the types and treatments for diabetes, arthritis, and other chronic diseases including those requiring long term care.

Related Academic Topics (See Appendix A):
C1, C2, C4
M2
S1

Workplace Skills (See Appendix B):
WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Recognize the causes, transfer, and control of common communicable diseases.*
 - a. *Have students collect photographs and clippings from magazines and newspapers to create a mural that illustrates the stages, treatment, and prevention of infectious diseases.*
 - b. *View a videotape showing the stages of infectious disease. Have students write a summary enumerating the factors for treatment.*
 - c. *Assign each student an infectious disease to research. Have students present their findings in an oral report to the class.*
2. *Recognize the ways to prevent HIV infection and STDs.*
 - a. *Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STDs. View a video on HIV/AIDS. Have students write a short story on a teenager who has acquired HIV.*
 - b. *Divide class into groups. Provide open ended statements about HIV. A reporter shares ideas with class. Correlate current HIV infection data and extrapolate infection trends for the year 2000.*
3. *State causes, signs, and control of noninfectious diseases.*
 - a. *Divide class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures.*
 - b. *Invite guest speaker from American Cancer Society to show transparencies/video on breast and testicular cancer. Have students write down and complete the following statements:*
Cancer is
Cancer may be
Cancer is not....
 - c. *Have students participate in a class discussion, and complete a worksheet on diabetes and arthritis from information taken from the textbook.*

Suggested Assessment Strategies:

1. *Recognize the causes, transfer, and control of common communicable diseases.*
 - a. *Teacher observation of participation in class mural activity.*
 - b. *Completion of written assignment, and oral presentation to the class.*
 - c. *Completion of written research report, and oral presentation to the class.*
2. *Recognize the ways to prevent HIV infection and STD's.*
 - a. *Teacher observation of participation in class discussion led by guest speaker. Completion of short story assignment.*
 - b. *Teacher observation of participation in class discussion and completion of worksheet.*

3. *State causes, signs, and control of noninfectious diseases.*
 - a. *Teacher observation of participation in and completion of poster activity.*
 - b. *Teacher observation of participation in class discussion led by guest speaker. Completion of written assignment.*
 - c. *Completion of written assignment.*
 - d. *Unit test on disease prevention and control.*

Suggested References:

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Tillman, Kenneth, and Toner, Patricia. How to Survive Teaching Health. New York: Parker Publishing Company. 1990.

Videos on infectious diseases and HIV/AIDS.

Video on communicable diseases.

**FAMILY AND INDIVIDUAL HEALTH
UNIT 6: NUTRITION AND FITNESS**

(5 days; 10 days*)

Competencies and Suggested Objectives:

1. Make responsible food choices.
 - a. Describe and explain the organization of the Food Guide Pyramid.
 - b. Identify six classes of nutrients and describe their function in the human body.
 - c. Trace the path of food through the digestive system.
 - d. Identify kinds of information provided on a food label.
 - e. Create a daily meal plan for his/her own family and calculate the number of calories.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

M2, M4, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Discover the importance of fitness.
 - a. Explain the physical and psychological benefits of exercise.
 - b. Develop a regular plan of exercise.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

M2, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. Make responsible food choices.
 - a. Show Food Guide Pyramid (chart from MS Board of Health or make transparency), have students participate in class discussion, and invite resource person (dietician, etc.) if available.
 - b. Write list on board and have students participate in class discussion.
 - c. Show anatomy of digestive system (model, chart, or transparency) and have students trace flow of food throughout the system.
 - d. Have students bring in food labels and facilitate class discussion.
 - e. Facilitate small group activity on daily meal plans to include caloric count, and have students complete written homework assignment.

2. *Discover the importance of fitness.*
 - a. *Have students participate in a class discussion on exercise and write ideas on the board.*
 - b. *Have students participate in small group brainstorming sessions using different forms of aerobic exercise.*

Suggested Assessment Strategies:

1. *Make responsible food choices.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Teacher observation of participation in class discussion.*
 - c. *Complete worksheet based written assignment.*
 - d. *Teacher observation of participation in activity and class discussion.*
 - e. *Teacher observation of participation in group activity, and completion of written homework assignment.*
2. *Discover the importance of fitness.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Complete written assignment on exercise plan.*
 - c. *Unit test on nutrition and fitness.*

Suggested References:

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Model, chart, and transparency of the digestive system.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Tillman, Kenneth and Toner, Patricia. How to Survive Teaching Health. New York: Parker Publishing Company. 1990.

Toner, Patricia. Diet and Nutrition Activities. New York: Center for Applied Research in Education. 1993.

Video on nutrition and appropriate snacks.

Video on sanitation regulations.

FAMILY AND INDIVIDUAL HEALTH
UNIT 7: SUBSTANCE ABUSE PREVENTION

(8 days; 16 days*)

Competencies and Suggested Objectives:

1. Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs.
 - a. List major reasons why people either abstain from or use tobacco.
 - b. Describe long-term effects of tobacco use and the dangers of passive smoking.
 - c. Identify the short- and long-term effects of alcohol on the body.
 - d. Explain the impact of alcohol on alcoholics, their families, and society.
 - e. Differentiate between legal and illegal drugs and explain the benefits and harmful effects of these drugs.
 - f. Describe how drugs work, what their side effects are, and how they are commonly abused.
 - g. Demonstrate ways to intervene and help a drug dependent friend.
 - h. Develop refusal skills for tobacco, alcohol, and drugs and generate an original badge/button/ribbon displaying refusal.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs.*
 - a. *Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking.*
 - b. *Present transparencies of a normal lung and a cancerous lung to the class.*
 - c. *Have students participate in a class discussion on short- and long-term effects of alcohol. Have students write articles to submit to the school newspaper.*
 - d. *Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products and have students post examples around the classroom.*
 - e. *Invite a law enforcement officer to discuss and display legal and illegal drugs and their effect on the body. Have students prepare a short written summary of the presentation.*
 - f. *Show video that discusses how drugs work, their side effects, and how they are abused.*

- g. *Have the students participate in a class role play that highlights ways to help a drug dependent friend, and have students participate in a class discussion.*
- h. *Divide the class into small groups and create an original badge/button/ribbon emphasizing ways to refuse tobacco, alcohol, and drugs.*

Suggested Assessment Strategies:

- 1. *Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Completion of a written report based on observation of the lung transparencies.*
 - c. *Evaluation of written newspaper article.*
 - d. *Teacher observation of participation in class discussion.*
 - e. *Completion of written assignment.*
 - f. *Completion of a written assignment based on video observations.*
 - g. *Teacher observation of participation in class role play and discussion.*
 - h. *Evaluate badge/button/ribbon.*
 - i. *Unit test on substance abuse prevention.*

Suggested References:

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Tillman, Kenneth; and Toner, Patricia. How to Survive Teaching Health. New York: Parker Publishing Company. 1990.

Toner, Patricia. Substance Abuse Prevention Activities. New York: Center for Research in Education. 1993.

Transparencies on normal and cancerous lungs.

Video on drugs and their effects.

FAMILY AND INDIVIDUAL HEALTH

UNIT 8: COMMUNITY AND ENVIRONMENTAL HEALTH

(4 days; 8 days*)

Competencies and Suggested Objectives:

1. Identify community health care agencies and their functions.
 - a. Describe organizations and services that assist community and individuals in health promotion, including career opportunities within these agencies.

Related Academic Topics (See Appendix A):
C1, C2, C5

Workplace Skills (See Appendix B):
WP2, WP6
2. Explain how environment affects people and how people affect the environment.
 - a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.
 - b. Name sources of air, water, noise, radiation, and ground pollution.
 - c. Describe government agencies that protect the environment.

Related Academic Topics (See Appendix A):
C1, C2, C4

Workplace Skills (See Appendix B):
WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Identify community health care agencies and their functions.*
 - a. *Have students participate in a class discussion that lists community health agencies, their functions, services provided, and career opportunities.*
2. *Explain how environment affects people and how people affect the environment.*
 - a. *Have students participate in a class discussion and list the environmental threats found in the local community. Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class.*
 - b. *Have students create bumper sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground. Show films regarding pollutants in our environment. Invite a guest speaker from American Red Cross to discuss natural disasters.*
 - c. *Have students participate in class discussion that lists government agencies that protect the environment and explain their function.*

Suggested Assessment Strategies:

1. *Identify community health care agencies and their functions.*
 - a. *Teacher observation of participation in class discussion.*
2. *Explain how environment affects people and how people affect the environment.*
 - a. *Teacher observation of participation in class discussion. Teacher observation of participation in class activity and presentation of an oral report to the class.*
 - b. *Evaluation of bumper sticker/slogan presentation. Completion of written assignment based on pollution films. Completion of written assignment after guest speaker presentation.*
 - c. *Teacher observation of participation in class discussion.*
 - d. *Unit test on community and environmental health.*

Suggested References:

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Tillman, Kenneth and Toner, Patricia. How to Survive Teaching Health. New York: Parker Publishing Company. 1990.

Video on environmental pollutants.

**FAMILY AND INDIVIDUAL HEALTH
UNIT 9: SAFETY AND FIRST AID**

(6 days; 12 days*)

Competencies and Suggested Objectives:

1. Discuss promotion of safety and prevention of accidents.
 - a. Describe behaviors which promote home safety.
 - b. Describe ways to prepare for disasters in the community.
 - c. Identify basic safety rules that help prevent accidents at work and play.
 - d. Explain ways to promote vehicle safety to include regular use of seat belts for all ages.
 - e. Recognize violent situations and how to avoid them including rape, assault, gang related activities, etc.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Discuss and demonstrate procedures for emergency situations.
 - a. Identify and assess emergency situations.
 - b. Describe how to respond to common emergencies.
 - c. Assemble contents of a basic first aid kit.
 - d. Practice first aid emergency procedures to include reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Discuss promotion of safety and prevention of accidents.*
 - a. *Divide class into small groups for brainstorming sessions and discussion.*
 - b. *Have students participate in class discussion on potential community disasters (airplane crash, tornadoes, etc.). Divide class into groups and have them develop a plan to cope with each individual disaster listed above.*
 - c. *Have students participate in a class discussion and write safety rules on the board.*

- d. *Invite a guest speaker (EMT, etc.) to discuss automobile accidents he/she has worked where the victims could have been saved if seat belts had been used. Have students participate in a class discussion on the importance of driver's education.*
 - e. *Invite a guest speaker (policeman) to discuss recognizing and avoiding violent situations.*
 2. *Discuss and demonstrate procedures for emergency situations.*
 - a. *Invite a guest speaker (EMT or ER nurse) to discuss procedures for emergency situations. Show videos or films of emergency procedures to class.*
 - b. *Have guest speaker lead class discussion on responding to common emergencies.*
 - c. *Ask guest speaker to assemble a first aid kit for the class.*
 - d. *Have guest speaker to demonstrate and discuss first aid emergency procedures to class.*

Suggested Assessment Strategies:

1. *Discuss promotion of safety and prevention of accidents.*
 - a. *Teacher observation of participation in class discussion and brainstorming session.*
 - b. *Teacher observation of participation in class discussion. Completion of written assignment.*
 - c. *Teacher observation of participation in class discussion.*
 - d. *Teacher observation of participation in class discussion.*
 - e. *Teacher observation of participation in class discussion.*
2. *Discuss and demonstrate procedures for emergency situations.*
 - a. *Teacher observation of participation in class discussion. Completion of written assignment based on video presentation.*
 - b. *Teacher observation of participation in class discussion.*
 - c. *Participate in assembling a first aid kit.*
 - d. *Demonstrate first aid procedures.*
 - e. *Unit test on safety and first aid.*

Suggested References:

First aid kit supplies.

Gelchel, Bud; Pippin, Rusty; and Varner, Jill. Perspective on Health. Lexington, MA: D. C. Health and Company. 1992.

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Video on emergency procedures.

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FAMILY AND INDIVIDUAL HEALTH
UNIT 10: CONSUMER HEALTH

(3 days; 6 days*)

Competencies and Suggested Objectives:

1. Recognize the benefits of being a wise consumer.
 - a. Identify rights and responsibilities as a consumer.
 - b. Identify popular types of deceptive advertising and product fraud.
 - c. Recognize medical quackery in the marketplace.
 - d. Examine ways for paying for health care services.

Related Academic Topics (See Appendix A):

C1, C3

M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Recognize the benefits of being a wise consumer.*
 - a. *Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, etc.*
 - b. *Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud.*
 - c. *Invite a pharmacist to describe medical quackery in the marketplace.*
 - d. *Have students calculate the cost of having a baby to include prenatal and postnatal care with and without health insurance, Medicaid, or Medicare.*

Suggested Assessment Strategies:

1. *Recognize the benefits of being a wise consumer.*
 - a. *Teacher observation of participation in class discussion.*
 - b. *Evaluate selection of advertisements for deception and fraud.*
 - c. *Write and present an oral report on guest speaker's presentation.*
 - d. *Evaluate the written cost analysis of having a baby.*
 - e. *Unit test on consumer health.*

Suggested References:

Merki, Mary B. and Merki, Don. Health: A Guide to Wellness. New York: Glencoe, 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Mississippi Comprehensive Health HELP (Health Education Logistical Plan). 9-12 Manual. Mississippi Department of Health. 1993.

Pruitt, B.E.; Crumpler, Kathy; and Stitch, Deborah. Health: Skills for Wellness. New Jersey: Prentice-Hall. 1994. (Teacher and Student Texts, and Teacher Resource Kit)

Toner, Patricia. Consumer Health and Safety Activities. New York: Center for Applied Research in Education. 1993.

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FAMILY LIVING AND PARENTHOOD

FAMILY LIVING AND PARENTHOOD
UNIT 1: LIFESTYLES

(10 days)

Competencies and Suggested Objectives:

1. Appraise choices involved in establishing a lifestyle.
 - a. Analyze how education and career choices affect lifestyle.
 - b. Analyze the impact of physical and social decisions on lifestyles to include dating behaviors.
 - c. Identify lifestyle choices as they exist today to include single, single parent, marriage, childless marriage, and others.
 - d. Explain changes in lifestyles that occur at each stage of the family life cycle.

Related Academic Topics (See Appendix A):

C1, C3, C6

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. Appraise choices involved in establishing a lifestyle.
 - a. Use career-related software to research a career of your choice including educational requirements, training, location, benefits, and salary. Prepare a written report on the computer and turn in the hard copy.
 - b. Use videos and resource persons to discuss physical and social changes adolescents might encounter as a result of their behavior choices. The students will work in groups to develop a list of results of specific behaviors on lifestyles.
 - c. Assign a directed reading activity on lifestyle choices. Answer open ended statements to identify positive and negative aspects of each lifestyle.
 - d. Discuss stages of family life cycle and have students role play the changes involved in each stage.

Suggested Assessment Strategies:

1. Appraise choices involved in establishing a lifestyle.
 - a. Written report will be evaluated by the teacher according to assigned criteria.
 - b. The list developed by the student groups will be critiqued by the teacher according to assigned criteria.

- c. *The answers to the questions will be critiqued by the teacher according to assigned criteria.*
- d. *Use a checklist to evaluate role play activity.*

Suggested References:

Riker and Riker. Finding My Way (2nd ed.). New York, NY: Glencoe, MacMillan/McGraw-Hill. (Teacher's Guide, Student Guide, Student Guide Answer Key)

Riker, Audrey Palm, Brisbane, Holly E. Married and Single Life. Lake Forest, IL: Glencoe, MacMillan/McGraw-Hill. 1994. (Teacher's Resource Binder, Student Workbook)

Ryder, Verdene. Contemporary Living. South Holland, IL: The Goodheart-Wilcox Co, Inc. 1990 or latest edition. (Teacher's Resource Guide, Student Activity Guide, Computer Software)

Word processing software.

Career-related software.

FAMILY LIVING AND PARENTHOOD
UNIT 2: UNDERSTANDING MARRIAGE

(18 days)

Competencies and Suggested Objectives:

1. Evaluate steps to building a marriage.
 - a. Explain how the choice of a marriage partner affects one's life.
 - b. Identify issues which should be discussed prior to marriage.
 - c. Determine factors which contribute to a successful marriage.
 - d. Analyze legal requirements and customs in beginning and ending a marriage relationship.
 - e. Recognize the normalcy and function of conflict in marriage to include positive and negative quarreling and techniques for handling marital disagreements and resources available to help couples resolve conflicts.
 - f. Describe the effects of employment on marriage and family life.

Related Academic Topics (See Appendix A):

C1, C3, C5, C6

Workplace Skills (See Appendix B):

WP2, SP4, WP6

Suggested Teaching Strategies:

1. *Evaluate steps to building a marriage.*
 - a. *Instruct students to write their reactions to statements concerning mate selection and then form small groups to compare ideas. The groups will make a list of the effects a marriage partner could have on one's life.*
 - b. *Instruct students to use a handout or develop a checklist to identify issues which should be discussed prior to marriage. List five issues which should be discussed prior to marriage.*
 - c. *Assign directed reading related to factors that lead to success in marriage. Write a brief essay describing a successful marriage including factors discussed in class.*
 - d. *Use a resource person such as the circuit clerk and/or a divorce lawyer to discuss the legal requirements of marriage. Answer questions related to marriage and divorce laws.*
 - e. *Use transparencies to discuss basic ways to make adjustments when disagreements arise in marriage. Students may role play conflict situations using any of the forms of adjustments.*
 - f. *Discuss role expectations and responsibilities of family members in dual career families. Create a chart of pros and cons of dual career families vs. single career families.*

Suggested Assessment Strategies:

1. *Evaluate steps to building a marriage.*
 - a. *Using teacher assigned criteria, evaluate the student made list.*
 - b. *The teacher will critique the list of five issues using teacher assigned criteria.*
 - c. *The essay will be evaluated by the teacher using teacher assigned criteria.*
 - d. *The answers will be evaluated by teacher observation.*
 - e. *Use a checklist to evaluate use of adjustments in resolving conflicts.*
 - f. *The chart will be evaluated by teacher assigned criteria.*

Suggested References:

Riker, Audrey Palm, Brisbane, Holly E. Married and Single Life. Lake Forest, IL: Glencoe, MacMillan-McGraw-Hill. 1994. (Teacher's Resource Binder, Student Workbook)

Ryder, Verdene. Contemporary Living. The Goodheart-Wilcox Co, Inc. 1990 or latest edition. (Teacher's Resource Guide, Student Activity Guide, Computer Software)

Word processing software.

FAMILY LIVING AND PARENTHOOD

UNIT 3: FAMILY HEALTH AND WELLNESS

(18 days)

Competencies and Suggested Objectives:

1. Recognize that health is an individual's responsibility and is influenced by lifestyle choices.
 - a. Explain how to use the food pyramid guide to develop healthy eating habits and maintain ideal body weight.
 - b. List the dietary guidelines for Americans.
 - c. Describe the benefits of regular exercise and adopt an appropriate exercise program.
 - d. Explain the health hazards of smoking, drinking, and drug abuse.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Examine the effects of stress on mental, physical, and social health.
 - a. Explain the relationship of stress to health problems.
 - b. Describe causes of stress to include death, suicide, divorce, remarriage, children, older parents, rape, child abuse, unemployment, and moving; and describe ways to deal effectively with stress.

Related Academic Topics (See Appendix A):

C1, C3, C6, S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Recognize that health is an individual's responsibility and is influenced by lifestyle choices.*
 - a. *Have the students keep a food diary for 3 days and write a summary of their eating habits. Have them use a nutrient analysis software to analyze each diary. Students will write a plan for improvement to meet the recommendations of the Food Guide Pyramid.*
 - b. *Assign directed reading about the dietary guidelines for Americans. Use the dietary analysis previously done to compare their diets to these dietary guidelines.*
 - c. *During the same time period as the food diary, students keep an activity log. They will compute their total caloric consumption for each day and then establish an exercise plan. Students will write their fitness plan, try it for a week, and write a summary of results.*

- d. *Use transparency on decision-making to help students make a decision concerning use of tobacco, alcohol, and drugs. Using the decision-making process, the students will write a paper explaining the decisions regarding the use of tobacco, alcohol, and drugs.*
2. *Examine the effects of stress on mental, physical, and social health.*
 - a. *Have a resource speaker from a hospital, local business, extension service, Balancing Work and Family coordinator, etc. discuss the relationship of stress to health problems. Assign the students to complete a personal stress analysis.*
 - b. *Have the students write an essay describing how they managed a stressful situation created by an event which has occurred in the past year.*

Suggested Assessment Strategies:

1. *Recognize that health is an individual's responsibility and is influenced by lifestyle choices.*
 - a. *Using teacher assigned criteria, the diary analyzation and plan will be evaluated.*
 - b. *The summary will be evaluated using teacher made criteria.*
 - c. *The student fitness plan will be evaluated using the teacher assigned criteria.*
 - d. *The paper will be evaluated using the teacher assigned criteria.*
2. *Examine the effects of stress on mental, physical, and social health.*
 - a. *Using a teacher made checklist, evaluate the stress analysis.*
 - b. *Evaluate the essay using teaching assigned criteria.*

Suggested References:

Riker, Audrey Palm, Brisbane, Holly E. Married and Single Life. Lake Forest, IL: Glencoe, MacMillan/McGraw-Hill. 1994. (Teacher's Resource Binder, Student Workbook)

Ryder, Verdene. Contemporary Living. South Holland, IL: The Goodheart-Wilcox Co., Inc. 1990 or latest edition. (Teacher's Resource Guide, Student Activity Guide, Computer Software)

Video on nutrition.

FAMILY LIVING AND PARENTHOOD

UNIT 4: CONSUMER ECONOMICS

(19 days)

Competencies and Suggested Objectives:

1. Evaluate how financial management choices affect lifestyle.
 - a. Analyze wise consumer practices including comparison shopping and consumer law.
 - b. Compare benefits of renting vs. buying a home, and leasing or buying a car.
 - c. Appraise needs for insurance to include life, health, auto, and property insurance.
 - d. Describe the use of good and bad financial management practices including budgeting, banking services, and credit and savings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C6

M1, M2, M3, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Evaluate how financial management choices affect lifestyle.*
 - a. *Use catalogs, newspaper ads, or classroom display of various products to compare quality and prices of items.*
 - b. *Show a video on major purchases such as a car or home.*
 - c. *Have a resource speaker(s) present information on types of insurance, rates, benefits, and use of a needs analysis in determining what and how much to buy.*
 - d. *Have a resource speaker (loan officer) work with students to go through a simulated loan application.*
 - e. *Unit Project. The students will research one of the topics covered in this unit and prepare a report to be presented orally and in hard copy.*

Suggested Assessment Strategies:

1. *Evaluate how financial management choices affect lifestyle.*
 - a. *Unit Project. The report will be evaluated using a rubric for oral and written presentation.*

Suggested References:

Merki, Mary Bronson, and Merki, Don. Health. New York, NY: Glencoe, MacMillan/McGraw-Hill. 1994. (Teacher Resource Kit)

Riker, Audrey Palm, and Brisbane, Holly E. Married and Single Life. Lake Forest, IL: Glencoe, MacMillan/McGraw-Hill. 1994. (Teacher's Resource Binder, Student Workbook)

Ryder, Verdene. Contemporary Living. South Holland, IL: The Goodheart-Wilcox Co., Inc. 1990 or latest edition. (Teacher's Resource Guide, Student Activity Guide, Computer Software)

Word processing software

Video on major purchases.

August 1, 1995

FOODS AND NUTRITION

FOODS AND NUTRITION

UNIT 1: FOOD AND NUTRITION SCIENCE

(15 days)

Competencies and Suggested Objectives:

1. Evaluate the links between science, food, and wellness.
 - a. Analyze nutrients to include functions, food sources, and deficiencies.
 - b. Investigate dietary needs based on the food pyramid.
 - c. Apply nutrition principles to meet food needs for different stages of the life cycle.
 - d. Describe the importance of wellness as it relates to maintaining or improving ideal weight, exercise and eating disorders.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Suggested Teaching Strategies:

1. Evaluate the links between science, food, and wellness.
 - a. Provide students with reading material on the food nutrients. In small groups, have students prepare a written and/or oral report on a selected nutrient to include functions, food sources, and deficiencies.
 - b. Have students analyze diet according to the food pyramid using computer software where available or computer analysis charts. Discuss areas for improvement.
 - c. Discuss dietary needs of various stages of the life cycle. Working in small groups, plan diets based on the needs of each life stage.
 - d. Provide information (software, written material/video/resource persons) on the importance of wellness as it relates to maintaining or improving ideal weight, exercise, and eating disorders. Class discussion on problems associated with poor nutrition.

Suggested Assessment Strategies:

1. Evaluate the links between science, food, and wellness.
 - a. Unit test on nutrients to include functions, food sources, and wellness.
 - b. Student exercise - Diet analysis.
 - c. Student exercise - Group reports on dietary needs of each life stage.
 - d. Student exercise - Problems associated with poor nutrition.

Suggested References:

Diet Analysis Software NAS2 Nutrient Analysis System.

Food Pyramid Video.

Eating Disorders Video.

Kowtaluk, Helen, and Kopan, Alice Orphonos. Food for Today. Peoria, IL: Glencoe, MacMillan/McGraw Hill. 1994.

Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Wilcox Company, Inc. 1992.

Nutrients Video.

Nutrition and Exercise for the 90's.

FOODS AND NUTRITION UNIT 2: SAFETY AND SANITATION

(5 days)

Competencies and Suggested Objectives:

1. Demonstrate safety procedures used in food preparation.
 - a. Apply safety practices in use and care of food preparation equipment.
 - b. Recognize procedures to follow in preventing accidents and in case of accidents to include falls, cuts, burns, fires, choking, and poisoning.

Related Academic Topics (See Appendix A):
C1, C3
S8

Workplace Skills (See Appendix B):
WP2, WP4, WP6
2. Summarize sanitation procedures to determine causes and prevention of food borne illness.
 - a. Explain how proper food handling and storage practices can prevent food borne illness.
 - b. Describe how bacteria makes food unsafe.

Related Academic Topics (See Appendix A):
C1, C3, C6, S1, S8

Workplace Skills (See Appendix B):
WP2, WP4, WP6
3. Apply proper personal hygiene practices and sanitation in food handling.
 - a. Demonstrate proper personal hygiene practices in food handling.

Related Academic Topics (See Appendix A):
C1, C3, S1, S8

Workplace Skills (See Appendix B):
WP2, WP4, WP6

Suggested Teaching Strategies:

1. Demonstrate safety procedures used in food preparation.
 - a. Discuss and demonstrate the safety rules and procedures for use and care of food preparation equipment. Monitor students throughout the course on using these rules.
 - b. Provide students with information (software, text, or video) on safety and first aid procedures. Discuss the procedures with the class. Monitor students throughout the course on using these procedures.

2. *Summarize sanitation procedures to determine causes and prevention of food borne illness.*
 - a. *Provide students with information (software, text or video) on proper food handling and storage techniques. Draw a cartoon and/or chart featuring one type of food borne illness including information on type of food and mode of transportation.*
 - b. *Share case studies dealing with food borne illness caused in preparation or processing of food in the home or food science industry.*
3. *Apply proper personal hygiene and sanitation practices in food handling.*
 - a. *Provide information on proper personal hygiene and sanitation practices to follow when preparing food. Have students develop a checklist of personal hygiene standards that they will practice in the foods laboratory.*

Suggested Assessment Strategies:

1. *Demonstrate safety procedures used in food preparation.*
 - a. *Monitor students throughout the course on using safety rules and procedures.*
 - b. *Monitor students throughout the course on recognizing the procedures to follow in preventing accidents and in case of accidents.*
2. *Summarize sanitation procedure to determine causes and prevention of food borne illness.*
 - a. *Test - Proper food handling and storage practices.*
 - b. *Test - How bacteria makes food unsafe.*
3. *Apply proper personal hygiene and sanitation practices in food handling.*
 - a. *Monitor students to assure proper personal hygiene practices in food handling.*

Suggested References:

Computer Software for Safety, First Aid and Food Borne Illness.

Food Science, Safety and Nutrition. Madison, WI: National FFA (no copyright date).

Kowtaluk, Helen, and Kopan, Alice Orphonos. Food for Today. Peoria, IL: Glencoe, MacMillan/McGraw Hill. 1994.

Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Wilcox Company, Inc. 1992.

Video on Food Borne Illness.

Video on Safety and First Aid.

FOODS AND NUTRITION**UNIT 3: CONSUMER INFORMATION AND FOOD PREPARATION****(30 days)****Competencies and Suggested Objectives:**

1. Apply decision-making skills in the marketplace.
 - a. Compare cost and quality of various food items.
 - b. Critique food labels for nutritional content.
 - c. Apply basic math skills to compute cost of food per serving.

Related Academic Topics (See Appendix A):
 C1, C2, C4, C5
 M1, M7
Workplace Skills (See Appendix B):
 WP1, WP2, WP6
2. Identify food preparation tools and their use.
 - a. Describe food preparation tools and demonstrate their use.

Related Academic Topics (See Appendix A):
 C2
Workplace Skills (See Appendix B):
 WP2, WP5, WP6
3. Demonstrate the proper procedures for measuring ingredients.
 - a. Apply proper procedures for measuring dry ingredients.
 - b. Apply proper procedures for measuring liquid ingredients.
 - c. Apply proper procedures for measuring moist and solid ingredients.
 - d. Apply basic math skills in calculating conversions of measurements to equivalents.

Related Academic Topics (See Appendix A):
 C2, C3
 M1, M2, M3, M4
Workplace Skills (See Appendix B):
 WP1, WP2, WP4, WP6
4. Demonstrate proper use of recipes.
 - a. Interpret and demonstrate recipe terminology.
 - b. Apply mathematical calculations in adjusting recipes.

Related Academic Topics (See Appendix A):
 C1, C2, C3, C4
 M1, M2, M4, M7
Workplace Skills (See Appendix B):
 WP1, WP2, WP4, WP6
5. Demonstrate food preparation to include use of large and small equipment and tools maintained in the laboratory.
 - a. Prepare a minimum of one food product from each food group.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

M1, M2, M4, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

Suggested Teaching Strategies:

1. *Apply decision-making skills in the marketplace.*
 - a. *Provide information (software, video, written material) on comparison shopping. Have students conduct a price and quality comparison study of different forms of a food product.*
 - b. *Provide information (software, video, written material) on food labels. Discuss with students the information found on a label. Have students bring a food label from home and evaluate it for basic components.*
 - c. *Demonstrate mathematical procedures for calculating cost of food per serving. Have students practice the procedures.*
2. *Identify food preparation tools and demonstrate their use.*
 - a. *Show students different tools used in food preparation. Discuss and demonstrate their specific uses.*
3. *Demonstrate the proper procedures for measuring ingredients.*
 - a. *Discuss and demonstrate the procedures for measuring dry ingredients. Have the students practice the procedures.*
 - b. *Discuss and demonstrate the procedures for measuring liquid ingredients. Have the students practice the procedures.*
 - c. *Discuss and demonstrate the procedures for measuring moist and solid ingredients. Have students practice the procedures.*
 - d. *Demonstrate mathematical procedures for calculating conversion of measurements to equivalents. Have students practice the procedures.*
4. *Demonstrate proper use of recipes.*
 - a. *Provide students with information on recipe terminology. Demonstrate terms and techniques which may be unclear such as dredging, or the difference between folding or mixing.*
 - b. *Demonstrate mathematical procedures for calculating adjustments to recipes. Have students practice the procedure.*
5. *Demonstrate food preparation to include use of large and small equipment and tools maintained in the laboratory.*
 - a. *Discuss lab procedures for food preparation to include recipe, market list, equipment list, and duty list. Working in groups, have students prepare food products.*

Suggested Assessment Strategies:

1. *Apply decision-making skills in the marketplace.*
 - a. *Student exercise - Conduct a price and quality comparison study.*
 - b. *Student exercise - Evaluate food label.*
 - c. *Student activity - Calculate cost of food per serving.*
2. *Identify food preparation tools and demonstrate their use.*
 - a. *Unit test - Tool identification and use.*
3. *Demonstrate the proper procedures for measuring ingredients.*
 - a. *Test - Measuring dry ingredients.*
 - b. *Test - Measuring liquid ingredients.*
 - c. *Test - Measuring moist and solid ingredients.*
 - d. *Student exercise - Calculate conversion of measurements to equivalents.*
4. *Demonstrate proper use of recipes.*
 - a. *Test - Recipe terminology.*
 - b. *Student exercise - Calculate recipe adjustments.*
5. *Demonstrate food preparation to include use of large and small equipment maintained in the laboratory.*
 - a. *Performance test - Prepare food products.*

Suggested References:

Kowtaluk, Helen, and Kopan, Alice Orphonos. Food for Today. Peoria, IL: Glencoe, MacMillan/McGraw Hill. 1994.

Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Wilcox Company, Inc. 1992.

Software on Food Labels.

Video on Food Labels.

Cookbooks.

Video on Recipe Terminology.

FOODS AND NUTRITION

UNIT 4: SOCIAL AND MULTICULTURAL PROTOCOL

(10 days)

Competencies and Suggested Objectives:

1. Demonstrate proper social etiquette to include multicultural situations.
 - a. Discuss table service to include formal and informal service.
 - b. Demonstrate and apply basic table setting techniques.
 - c. Recognize proper table manners.

Related Academic Topics (See Appendix A):

C1, C2, C3

Workplace Skills (See Appendix B):

WP1, WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Demonstrate proper social etiquette to include multicultural situations.*
 - a. *Provide information on table service. Student discussion on the appropriate use of each.*
 - b. *Discuss and demonstrate basic table setting techniques. Have students draw or demonstrate table settings.*
 - c. *Provide student with information (software, video, written) on proper table manners. Discuss the importance of using proper table manners.*

Suggested Assessment Strategies:

1. *Demonstrate proper social etiquette to include multicultural situations.*
 - a. *Student exercise - Formal and informal service.*
 - b. *Performance test - Table setting.*
 - c. *Student exercise - Proper table manners.*

Suggested References:

Kowtaluk, Helen, and Kopan, Alice Orphonos. Food for Today. Peoria, IL: Glencoe, MacMillan/McGraw Hill. 1994.

Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Wilcox Company, Inc. 1992.

Software on Table Settings.

Video on Table Manners.

**FOODS AND NUTRITION
UNIT 5: CAREERS**

(5 days)

Competencies and Suggested Objectives:

1. Review occupational and leadership opportunities in foods and nutrition.
 - a. Investigate occupational opportunities.
 - b. Describe leadership opportunities available from student youth organizations in the school and community.

Related Academic Topics (See Appendix A):

C1, C4, C6

Workplace Skills (See Appendix B):

WP2, WP3, WP6

Suggested Teaching Strategies:

1. *Review occupational and leadership opportunities in foods and nutrition.*
 - a. *Have students survey job opportunities through employer visits, resource person(s), telephone calls, help-wanted ads, or a field trip and then report their findings to the class.*
 - b. *Discuss leadership opportunities with the students such as competitive events, award and degree programs, and committee work that are provided through student and youth organizations. Allow students to practice leadership in class and laboratory activities.*

Suggested Assessment Strategies:

1. *Review occupational and leadership opportunities in foods and nutrition.*
 - a. *Oral and/or written report on job opportunities.*
 - b. *Participation in leadership activities in class or laboratory.*

Suggested References:

Kowtaluk, Helen, and Kopan, Alice Orphonos. Food for Today. Peoria, IL: Glencoe, MacMillan/McGraw Hill. 1994.

Largen, Velda. Guide to Good Food. South Holland, IL: Goodheart-Wilcox Company, Inc. 1992.

Software on Careers in Foods and Nutrition.

Video on Careers in Food and Nutrition.

SECTION III:
RECOMMENDED TOOLS AND EQUIPMENT
FOR
FAMILY AND CONSUMER SCIENCES AND RELATED TECHNOLOGY
(ENRICHMENT)

RECOMMENDED TOOLS AND EQUIPMENT
FOR
CHILD DEVELOPMENT

1. Computer (2 per classroom)
2. Printer (2 per classroom)
3. Baby Care Demonstration Kit (1 per program)
4. Electronic Baby (1 per program)
5. Selection of Toys for Infant, Toddler, and Preschooler

RECOMMENDED TOOLS AND EQUIPMENT
FOR
FAMILY AND INDIVIDUAL HEALTH

1. Computer (2 per program)
2. Printer (1 per program)
3. Badge/Button/Ribbon Maker (1 per program)

RECOMMENDED INSTRUCTIONAL AIDS

1. TV
2. VCR
3. Flannel Board
4. Overhead Projector
5. Overhead Projector Cart
6. Overhead Projector Screen

RECOMMENDED TOOLS AND EQUIPMENT
FOR
FAMILY LIVING AND PARENTHOOD

1. Computer (1 per 10 students)
2. Printer (1 per 10 students)

RECOMMENDED INSTRUCTIONAL AIDS

1. TV
2. VCR
3. AV Cart
4. Overhead Projector

RECOMMENDED TOOLS AND EQUIPMENT FOR FOODS AND NUTRITION

1. Small Equipment for Food Laboratory: (1 per minimum 4 food preparation stations)
 - Measuring equipment - liquid and dry cups and spoons
 - Cutting knives - paring, bread, chef's, butcher, shears, peeler, grater, cutting boards
 - Mixing equipment - bowls, straight edge spatula, wire whisk, rubber scraper, rotary beater, sifter
 - Baking equipment- pastry blender, rolling pin, cutters, pastry brush, pastry board or cloth
 - Cooking equipment- wooden spoons, tongs, turners, cooking spoons, kitchen fork, ladle
 - Kitchen aids - strainer, colander, thermometer (candy & meat), electric can opener, pot holders wire cooking racks, funnel
 - Cookware - skillet, electric skillet, saucepans, double boiler, dutch oven, pie pans, cake pans, cookie sheet, loaf pan, muffin tin, jelly roll pan, tube pan, waffle baker, electric slow cooker, wok, microwave cookware, casserole dishes, electric griddle
 - Cleaning items - dishcloth, dish towel, dish drainer
2. Blender (1 per program)
3. Food Scales (1 per program)
4. Plastic Food Model Kit (1 per program)
5. Tableware: (1 set minimum per 4 food preparation stations)
 - Dinnerware - dinner plates, salad plates, bowls, cups, saucers
 - Glassware - water glasses, iced tea glasses, juice glasses
 - Silverware - dinner knives, dinner forks, salad forks, teaspoons, tablespoons
 - Table linens - table cloths, napkins, placemats
6. Computer (1 per 5 students)
7. Printer (1 per 5 students)
8. Portable Demonstration Table and Mirror (1 per program)
9. Refrigerator (1 per program)
10. Ranges (1 per minimum 4 food preparation stations)
11. Electric Mixer (1 per minimum 4 preparation stations)
12. Food Processor (1 per program)
13. Microwave (1 per minimum 4 food preparation stations)
14. Dishwasher (1 per program)
15. Food Waste Disposer (1 per program)
16. Appliance Storage Center (1 per minimum 4 food preparation stations)
17. Washer (1 per program)
18. Dryer (1 per program)
19. Student Computer Station (1 per 5 students)

RECOMMENDED INSTRUCTIONAL AIDS

1. TV
2. VCR
3. AV Cart

August 1, 1995

APPENDIX A:
RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

- C1 Interpret written material.
- C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
- C3 Listen, comprehend, and take appropriate actions.
- C4 Access, organize, and evaluate information.
- C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
- C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC 1: Interpret written material.

- C1.01 Read and follow complex written directions.
- C1.02 Recognize common words and meanings associated with a variety of occupations.
- C1.03 Adjust reading strategy to purpose and type of reading.
- C1.04 Use sections of books and reference sources to obtain information.
- C1.05 Compare information from multiple sources and check validity.
- C1.06 Interpret items and abbreviations used in multiple forms.
- C1.07 Interpret short notes, memos, and letters.
- C1.08 Comprehend technical words and concepts.
- C1.09 Use various reading techniques depending on purpose for reading.
- C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC 2: Interpret visual materials (maps, charts, graphs, tables, etc.).

- C2.01 Use visuals in written and in oral presentations.
- C2.02 Recognize visual cues to meaning (layout, typography, etc.).
- C2.03 Interpret and apply information using visual materials.

TOPIC 3: Listen, comprehend, and take appropriate action.

- C3.01 Identify and evaluate orally-presented messages according to purpose.
- C3.02 Recognize barriers to effective listening.
- C3.03 Recognize how voice inflection changes meaning.
- C3.04 Identify speaker signals requiring a response and respond accordingly.
- C3.05 Listen attentively and take accurate notes.
- C3.06 Use telephone to receive information.

- C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC 4: Access, organize, and evaluate information.

- C4.01 Distinguish fact from opinion.
- C4.02 Use various print and non-print sources for specialized information.
- C4.03 Interpret and distinguish between literal and figurative meaning.
- C4.04 Interpret written or oral communication in relation to context and writer's point of view.
- C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC 5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

- C5.01 Select appropriate words for communication needs.
- C5.02 Use reading, writing, listening, and speaking skills to solve problems.
- C5.03 Compose inquiries and requests.
- C5.04 Write persuasive letters and memos.
- C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
- C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
- C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
- C5.08 Select and use appropriate formats for presenting reports.
- C5.09 Convey information to audiences in writing.
- C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC 6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

- C6.01 Give complex oral instructions.
- C6.02 Describe a business or industrial process/mechanism.
- C6.03 Participate effectively in group discussions and decision making.
- C6.04 Produce effective oral messages utilizing different media.
- C6.05 Explore ideas orally with partners.
- C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
- C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
- C6.08 Gather and provide information utilizing different media.

- C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

- M1 Relate number relationships, number systems, and number theory.
- M2 Explore patterns and functions.
- M3 Explore algebraic concepts and processes.
- M4 Explore the concepts of measurement.
- M5 Explore the geometry of one-, two-, and three-dimensions.
- M6 Explore concepts of statistics and probability in real world situations.
- M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

- M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
- M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
- M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
- M1.04 Investigate relationships among fractions, decimals, and percents.
- M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
- M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
- M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
- M1.08 Use computation, estimation, and proportions to solve problems.
- M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

- M2.01 Describe, extend, analyze, and create a wide variety of patterns.
- M2.02 Describe and represent relationships with tables, graphs, and rules.
- M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
- M2.04 Use patterns and functions to represent and solve problems.
- M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

- M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
- M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

- M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
- M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
- M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

- M4.01 Estimate, make, and use measurements to describe and compare phenomena.
- M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
- M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
- M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

- M5.01 Identify, describe, compare, and classify geometric figures.
- M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
- M5.03 Explore transformations of geometric figures.
- M5.04 Understand and apply geometric properties and relationships.
- M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

- M6.01 Systematically collect, organize, and describe data.
- M6.02 Construct, read, and interpret tables, charts, and graphs.
- M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
- M6.04 Make predictions that are based on exponential or theoretical probabilities.

- M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

- M7.01 Use computers and/or calculators to process information for all mathematical situations.
 M7.02 Use problem-solving approaches to investigate and understand mathematical content.
 M7.03 Formulate problems from situations within and outside mathematics.
 M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

- S1 Explain the Anatomy and Physiology of the human body.
 S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
 S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.
 S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
 S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
 S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
 S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
 S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

- S1.01 Recognize common terminology and meanings.
 S1.02 Explore the relationship of the cell to more complex systems within the body.

- S1.03 Summarize the functional anatomy of all the major body systems.
- S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
- S1.05 Compare and contrast disease transmission and treatment within each organ system.
- S1.06 Explore the usage of medical technology as related to human organs and organ systems.
- S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

- S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
- S2.02 Explain sexual and asexual reproduction.
- S2.03 Describe the ecological importance of plants as related to the environment.
- S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

- S3.01 Explain the morphology, anatomy, and physiology of animals.
- S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

- S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
- S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
- S4.03 Consider the effects of weather and climate on the environment.
- S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC 5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

- S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

- S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
- S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
- S5.04 Relate the behavior of gases.
- S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC 6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

- S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
- S6.02 Explore the concepts and relationships among work, power, and energy.
- S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
- S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

- S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
- S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
- S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

- S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
- S8.02 Observe and practice safe procedures in the classroom and laboratory.
- S8.03 Demonstrate proper use and care for scientific equipment.
- S8.04 Investigate science careers, and advances in technology.
- S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

August 1, 1995

APPENDIX B:
WORKPLACE SKILLS

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APPENDIX B WORKPLACE SKILLS FOR THE 21ST CENTURY

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

August 1, 1995

APPENDIX C:
STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE FOR CHILD DEVELOPMENT

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Preparing for Parenthood

- _____ 1. Analyze the importance of good parenting.
- a. Determine reasons to plan before parenthood.
 - b. Describe the importance of responsible parenthood.
- Related Academic Topics (See Appendix A):*
C1, C2, C4
- Workplace Skills (See Appendix B):*
WP1, WP2, WP4, WP6
- _____ 2. Examine responsibilities of good prenatal care and childbirth.
- a. Describe the biological and social responsibilities of parenting.
 - b. Describe the physical changes which occur during pregnancy.
 - c. Analyze the importance of good prenatal care for the mother and unborn child.
 - d. Outline the stages of childbirth.
- Related Academic Topics (See Appendix A):*
C1, C2, C4
S1
- Workplace Skills (See Appendix B):*
WP1, WP2, WP4, WP6

Unit 2: Child Growth and Development

- _____ 1. Discuss meeting physical, emotional, social, and intellectual needs of the infant, from birth to one year.
- a. Demonstrate basic care of physical needs of infants including feeding, diapering, bathing, clothing, etc. using the electronic baby.
 - b. Explore interaction of social and emotional development.
 - c. Describe an intellectually stimulating environment which includes language and sensorimotor development.

Related Academic Topics (See Appendix A):

C1, C3, C5

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

2. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.
 - a. Explain how parents and caregivers can influence physical development to include nutrition, play experiences, and self-help skills.
 - b. Explore the ways social and emotional needs interact in development.
 - c. Explain how parents and caregivers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation.

Related Academic Topics (See Appendix A):

C1, C3, C5

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

Unit 3: Guiding Behavior

1. Analyze strategies for managing behavior.
 - a. Recommend appropriate methods for guiding children's behavior such as positive reinforcement, praise, modeling, setting limits, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

2. Demonstrate effective ways of dealing with misbehavior.
 - a. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, etc.

Related Academic Topics (See Appendix A):

C1, C3, C5, C6

Workplace Skills (See Appendix B):

WP2, WP6

Unit 4: Children with Special Challenges

1. Determine ways to meet the needs of an exceptional child.
 - a. Describe the needs of children with physical, mental, and emotional disabilities.

- b. Explain how parents and other caregivers can assist and encourage disabled children.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP1, WP2, WP6

2. Examine types of child abuse.

- a. Identify types of child abuse and neglect.
- b. Summarize factors which may cause and prevent child abuse.

Related Academic Topics (See Appendix A):

C1, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.

- a. Construct guidelines for helping children cope with divorce.
- b. Construct guidelines for helping children cope with moving.
- c. Construct guidelines for helping children cope with death.
- d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

Unit 5: Career Opportunities

1. Explore career and job opportunities in the field of intergenerational care.

- a. Identify competencies needed by care giver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity.
- b. Describe how student leadership activities relate to careers.

Related Academic Topics (See Appendix A):

C1, C4, C6

Workplace Skills (See Appendix B):

WP2, WP3, WP6

STUDENT COMPETENCY PROFILE FOR FAMILY AND INDIVIDUAL HEALTH

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Personal Health

- _____ 1. Describe ways to achieve and maintain a healthy lifestyle.
- a. Define health and list characteristics of a healthy person.
 - b. State good personal hygiene habits to include dental, skin, hair, ear, eye, and nail care.
- Related Academic Topics (See Appendix A):*
C1, C2, C4
- Workplace Skills (See Appendix B):*
WP1, WP2, WP6
- _____ 2. Explain the relationship between current health decisions and future wellness.
- a. Identify the steps in the decision-making model.
 - b. Apply the decision-making model to solve a personal problem.
- Related Academic Topics (See Appendix A):*
C1, C2, C4
- Workplace Skills (See Appendix B):*
WP1, WP2, WP6

Unit 2: Mental Health

- _____ 1. Explain how mental health contributes to personality.
- a. Explain how an individual's mental and physical health habits affect what he/she thinks about himself/herself.
 - b. Identify nonthreatening ways of being assertive.
- Related Academic Topics (See Appendix A):*
C1, C2, C4
- Workplace Skills (See Appendix B):*
WP1, WP2, WP6
- _____ 2. Describe how stress influences mental health.
- a. Identify situations that cause stress and explain the body's response.

- b. Develop a stress management plan.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP1, WP2, WP6

- 3. Define functional and organic mental disorders and state controls for each.

- a. Identify signs of mental health problems.
- b. Identify ways to treat mental disorders.
- c. Identify warning signs of suicide and demonstrate intervention strategies.
- d. Define and discuss eating disorders such as anorexia nervosa and bulimia.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 3: Social Health

- 1. Describe how the skills of communication and cooperation are essential for healthy relationships.

- a. Identify strategies for choosing abstinence when faced with sexual pressures.
- b. Identify qualities that are important in close friends.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

Workplace Skills (See Appendix B):

WP2, WP6

- 2. Describe why the family is the basic social unit of society.

- a. Describe elements that healthy families have in common and ways to maintain family health.
- b. Explain factors that may cause a family system to breakdown to include spousal and child abuse.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP6

Unit 4: Human Growth and Development

- 1. Summarize how the human reproductive system works and how traits are passed on from one generation to another.

- a. Explain how the male and female reproductive systems function.

- b. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.
- c. Identify various genetic and environmental birth defects.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

- 2. Examine health practices to be considered before, during, and after pregnancy.
 - a. List reasons why parents decide to have children.
 - b. Discuss various methods of family planning.
 - c. Discuss the events that lead to the conception and birth of a child including prenatal development.
 - d. Describe the birth process.
 - e. Identify adjustments for parents and newborns during postpartum period.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

- 3. Identify physical, mental, and emotional changes which occur from childhood throughout adolescence.
 - a. Trace developmental stages of infancy, childhood, and adolescence.
 - b. Name the physical, mental, and emotional changes that happen during adolescence, and state how these changes affect identity and interpersonal relationships.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

- 4. Examine the aging process from adulthood through death.
 - a. Discuss the tasks and opportunities of young, middle, and older adulthood.
 - b. Identify ways to cope with death and dying.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP6

Unit 5: Disease Prevention and Control

1. Recognize the causes, transfer, and control of common communicable diseases.
 - a. Discuss the causes of infectious diseases, the ways in which diseases are spread, and how the body defends itself.
 - b. Identify the stages of an infectious disease and the factors involved in its treatment.
 - c. Describe the symptoms and treatment of some common infectious diseases such as chicken pox, mumps, common cold, hepatitis, etc.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP6

2. Recognize the ways to prevent HIV infection and STDs.
 - a. Describe the symptoms, mode of transmission, and control of sexually transmitted diseases to include HIV infection and AIDS.
 - b. Identify behaviors that put a person at risk for contracting HIV.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP4, WP6

3. State causes, signs, and control of noninfectious diseases.
 - a. Name the different kinds of cardiovascular diseases and their risk factors.
 - b. Describe the warning signs of cancer and the ways to reduce personal risk including breast and/or testicular cancer.
 - c. Explain the types and treatments for diabetes, arthritis, and other chronic diseases including those requiring long term care.

Related Academic Topics (See Appendix A):

C1, C2, C4

M2

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 6: Nutrition and Fitness

1. Make responsible food choices.
 - a. Describe and explain the organization of the Food Guide Pyramid.
 - b. Identify six classes of nutrients and describe their function in the human body.
 - c. Trace the path of food through the digestive system.
 - d. Identify kinds of information provided on a food label.
 - e. Create a daily meal plan for his/her own family and calculate the number of calories.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

M2, M4, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Discover the importance of fitness.
 - a. Explain the physical and psychological benefits of exercise.
 - b. Develop a regular plan of exercise.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

M2, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 7: Substance Abuse Prevention

1. Analyze the health hazards of substance abuse including tobacco, alcohol, and drugs.
 - a. List major reasons why people either abstain from or use tobacco.
 - b. Describe long-term effects of tobacco use and the dangers of passive smoking.
 - c. Identify the short- and long-term effects of alcohol on the body.
 - d. Explain the impact of alcohol on alcoholics, their families, and society.
 - e. Differentiate between legal and illegal drugs and explain the benefits and harmful effects of these drugs.
 - f. Describe how drugs work, what their side effects are, and how they are commonly abused.
 - g. Demonstrate ways to intervene and help a drug dependent friend.
 - h. Develop refusal skills for tobacco, alcohol, and drugs and generate an original badge/button/ribbon displaying refusal.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 8: Community and Environmental Health

- _____ 1. Identify community health care agencies and their functions.
 - a. Describe organizations and services that assist community and individuals in health promotion, including career opportunities within these agencies.

Related Academic Topics (See Appendix A):

C1, C2, C5

Workplace Skills (See Appendix B):

WP2, WP6

- _____ 2. Explain how environment affects people and how people affect the environment.
 - a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.
 - b. Name sources of air, water, noise, radiation, and ground pollution.
 - c. Describe government agencies that protect the environment.

Related Academic Topics (See Appendix A):

C1, C2, C4

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 9: Safety and First Aid

- _____ 1. Discuss promotion of safety and prevention of accidents.
 - a. Describe behaviors which promote home safety.
 - b. Describe ways to prepare for disasters in the community.
 - c. Identify basic safety rules that help prevent accidents at work and play.
 - d. Explain ways to promote vehicle safety to include regular use of seat belts for all ages.
 - e. Recognize violent situations and how to avoid them including rape, assault, gang related activities, etc.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

- _____ 2. Discuss and demonstrate procedures for emergency situations.
 - a. Identify and assess emergency situations.

- b. Describe how to respond to common emergencies.
- c. Assemble contents of a basic first aid kit.
- d. Practice first aid emergency procedures to include reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C5

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 10: Consumer Health

- 1. Recognize the benefits of being a wise consumer.
 - a. Identify rights and responsibilities as a consumer.
 - b. Identify popular types of deceptive advertising and product fraud.
 - c. Recognize medical quackery in the marketplace.
 - d. Examine ways for paying for health care services.

Related Academic Topics (See Appendix A):

C1, C3

M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

STUDENT COMPETENCY PROFILE FOR FAMILY LIVING AND PARENTHOOD

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Lifestyles

- _____ 1. Appraise choices involved in establishing a lifestyle.
- a. Analyze how education and career choices affect lifestyle.
 - b. Analyze the impact of physical and social decisions on lifestyles to include dating behaviors.
 - c. Identify lifestyle choices as they exist today to include single, single parent, marriage, childless marriage, and others.
 - d. Explain changes in lifestyles that occur at each stage of the family life cycle.

Related Academic Topics (See Appendix A):

C1, C3, C6

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 2: Understanding Marriage

- _____ 1. Evaluate steps to building a marriage.
- a. Explain how the choice of a marriage partner affects one's life.
 - b. Identify issues which should be discussed prior to marriage.
 - c. Determine factors which contribute to a successful marriage.
 - d. Analyze legal requirements and customs in beginning and ending a marriage relationship.
 - e. Recognize the normalcy and function of conflict in marriage to include positive and negative quarreling and techniques for handling marital disagreements and resources available to help couples resolve conflicts.
 - f. Describe the effects of employment on marriage and family life.

Related Academic Topics (See Appendix A):

C1, C3, C5, C6

Workplace Skills (See Appendix B):

WP2, SP4, WP6

Unit 3: Family Health and Wellness

1. Recognize that health is an individual's responsibility and is influenced by lifestyle choices.
 - a. Explain how to use the food pyramid guide to develop healthy eating habits and maintain ideal body weight.
 - b. List the dietary guidelines for Americans.
 - c. Describe the benefits of regular exercise and adopt an appropriate exercise program.
 - d. Explain the health hazards of smoking, drinking, and drug abuse.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

2. Examine the effects of stress on mental, physical, and social health.
 - a. Explain the relationship of stress to health problems.
 - b. Describe causes of stress to include death, suicide, divorce, remarriage, children, older parents, rape, child abuse, unemployment, and moving; and describe ways to deal effectively with stress.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 4: Consumer Economics

1. Evaluate how financial management choices affect lifestyle.
 - a. Analyze wise consumer practices including comparison shopping and consumer law.
 - b. Compare benefits of renting vs. buying a home, and leasing or buying a car.
 - c. Appraise needs for insurance to include life, health, auto, and property insurance.
 - d. Describe the use of good and bad financial management practices including budgeting, banking services, and credit and savings.

Related Academic Topics (See Appendix A):

C1, C2, C3, C6

M1, M2, M3, M7

Workplace Skills (See Appendix B):

WP2, WP4, WP6

STUDENT COMPETENCY PROFILE FOR FOODS AND NUTRITION

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Food and Nutrition Science

- _____ 1. Evaluate the links between science, food, and wellness.
- a. Analyze nutrients to include functions, food sources, and deficiencies.
 - b. Investigate dietary needs based on the food pyramid.
 - c. Apply nutrition principles to meet food needs for different stages of the life cycle.
 - d. Describe the importance of wellness as it relates to maintaining or improving ideal weight, exercise and eating disorders.

Related Academic Topics (See Appendix A):

C1, C2, C4

S1

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 2: Safety and Sanitation

- _____ 1. Demonstrate safety procedures used in food preparation.
- a. Apply safety practices in use and care of food preparation equipment.
 - b. Recognize procedures to follow in preventing accidents and in case of accidents to include falls, cuts, burns, fires, choking, and poisoning.

Related Academic Topics (See Appendix A):

C1, C3

S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

- _____ 2. Summarize sanitation procedures to determine causes and prevention of food borne illness.
 - a. Explain how proper food handling and storage practices can prevent food borne illness.
 - b. Describe how bacteria makes food unsafe.

Related Academic Topics (See Appendix A):

C1, C3, C6

S1, S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

- _____ 3. Apply proper personal hygiene practices and sanitation in food handling.
 - a. Demonstrate proper personal hygiene practices in food handling.

Related Academic Topics (See Appendix A):

C1, C3

S1, S8

Workplace Skills (See Appendix B):

WP2, WP4, WP6

Unit 3: Consumer Information and Food Preparation

- _____ 1. Apply decision-making skills in the marketplace.
 - a. Compare cost and quality of various food items.
 - b. Critique food labels for nutritional content.
 - c. Apply basic math skills to compute cost of food per serving.

Related Academic Topics (See Appendix A):

C1, C2, C4, C5

M1, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP6

- _____ 2. Identify food preparation tools and their use.
 - a. Describe food preparation tools and demonstrate their use.

Related Academic Topics (See Appendix A):

C2

Workplace Skills (See Appendix B):

WP2, WP5, WP6

- _____ 3. Demonstrate the proper procedures for measuring ingredients.
 - a. Apply proper procedures for measuring dry ingredients.
 - b. Apply proper procedures for measuring liquid ingredients.
 - c. Apply proper procedures for measuring moist and solid ingredients.
 - d. Apply basic math skills in calculating conversions of measurements to equivalents.

Related Academic Topics (See Appendix A):

C2, C3

M1, M2, M3, M4

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

4. Demonstrate proper use of recipes.
 - a. Interpret and demonstrate recipe terminology.
 - b. Apply mathematical calculations in adjusting recipes.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

M1, M2, M4, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

5. Demonstrate food preparation to include use of large and small equipment and tools maintained in the laboratory.
 - a. Prepare a minimum of one food product from each food group.

Related Academic Topics (See Appendix A):

C1, C2, C3, C4

M1, M2, M4, M7

Workplace Skills (See Appendix B):

WP1, WP2, WP4, WP6

Unit 4: Social and Multicultural Protocol

1. Demonstrate proper social etiquette to include multicultural situations.
 - a. Discuss table service to include formal and informal service.
 - b. Demonstrate and apply basic table setting techniques.
 - c. Recognize proper table manners.

Related Academic Topics (See Appendix A):

C1, C2, C3

Workplace Skills (See Appendix B):

WP1, WP2, WP3, WP6

Unit 5: Careers

1. Review occupational and leadership opportunities in foods and nutrition.
 - a. Investigate occupational opportunities.
 - b. Describe leadership opportunities available from student youth organizations in the school and community.

Related Academic Topics (See Appendix A):

C1, C4, C6

Workplace Skills (See Appendix B):

WP2, WP3, WP6